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'Negotiations on the use of Corporal Punishment as an effective
means to discipline in Education: case of study primary schools.'

A Dissertation Submitted in Partial Fulfilment of the Requirements

For a Master's Degree in Didactics

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Dedication

I dedicate this work to my family and many friends. A special feeling of gratitude to my beloved grandparents, my dear parents, my sisters Souad and Imen, my brother Abdelilah, my aunts Aicha and Mimouna and my uncles for their endless love, prayers, support and encouragement in moment of difficulty and stress.

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I also dedicate this work and give special thanks to my lovely friend Anissa for her help, friendship and her love.

Sara

I wish, first of all, to extend a sincere gratitude to my parents for their unending love and support, for providing all my needs financially and morally for their patience and understanding. May Allah (SWA) grant them well here and hereafter. To my sisters; Boutheyna, Asma, Hadjer and Iman and to my brothers Khalifa and Abdel Djalil. To my aunts and uncles. To my dear friends Anissa, Dounia Zed and Meriem who shared their words, advices and encouragement to finish this work. And most of all, I am fully indebted to my dearest friend Belmouaz Sara for her help and understanding.

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Hopefully this dissertation can give quite a contribution to the field of didactic.

THANK YOU

Abstract

This study means to analyse and interpret teachers', parents', and learners' perceptions of the use of corporal punishment in both private and public primary schools. The purpose is an attempt to raise teachers' awareness about the use of corporal punishment in an appropriate and positive way to enhance successful education process. To achieve the research aim and to test the hypothesis, two major data collection tools were used. First, three questionnaires adopt to this research, one for primary teachers, one for the parents and the last one for graduate students and primary school pupils. Second, a semi-structured interview with primary teachers. The research is a case study conducted at primary schools of Tiaret; the research tools helped gather qualitative and quantitative data which were later analysed and interpreted. The main findings reveal that although educational ministry bans the corporal punishment, it is still implemented by teachers; thus by the end some alternatives and recommendations are provided.

Keywords: Corporal punishment, Education process, Primary schools, Pupils, Teachers.

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General Introduction

General Introduction

Education is the simple process of learning, it does not only provide individuals with knowledge, but also plays a main role in shaping an individual to be a better, responsible citizen and an active member of the society.

Education starts from the parent's lap, home is called first school of the children, but the formal education starts from the school, where they are taught how to behave and understand what is going on around them.

Primary education is the foremost and basic right of every child. The main objective of the primary education is to bring awareness among the children, opens avenues of opportunities along with self-development and reduces inter-generational poverty. It is the first step in the making of welfare and society. Primary education is an out-and-out pre-requisite for continuous development.

Primary schools are meant to be the one of the safest places where pupils receive basic education in all kinds of sciences. However, many studies show that corporal punishment is adopted all over the country in many primary schools, and Tiaret is part of this national educational system .This research examines the tendency of the elementary school teachers to resort to corporal punishment as a method of discipline.

Aim of the study:

The following dissertation tackles this issue in order to:

Identify the causes and the consequences of the use of corporal punishment, to mention the different impacts of corporal punishment on pupils' academic

performance, and to provide data on the prevalence of corporal punishment on the learners.

Research questions:

Specific questions explored in the study include the following:

1. Is corporal punishment allowed in primary schools?
2. To what extent corporal punishment is effective in primary schools?
3. What are the alternatives to corporal punishment?

Hypotheses:

1- Perhaps, corporal punishment is allowed in public primary school not private primary school.

2- Corporal punishment is meant to be one of the successful strategies to bring discipline in classroom, it is helpful for pupils to perform better in class and bring positive change in the child's misbehavior.

3- The alternatives to corporal punishment such as using home works as punishment tool, meeting or telephoning parents and deprive learner of enjoyable activities.

Research Significant:

This research aims to investigate to what extent corporal punishment is widespread in schools in spite of legal ban, is it equally applied between public and private schools, and what are the reasons for practicing physical punishment in schools, the study also seek to find what are the consequences of these practices and what are the alternatives to corporal punishment.

Research process

This research is divided into two chapters. The first chapter is divided into two sections the first one gives an overview of both didactic and pedagogy, psychology and education and its view of corporal punishment. Whereas, the second section is concerned generally with definitions of corporal punishment; and in particular the negotiations on the use of corporal punishment as an effective means of discipline in education.

Chapter two entails two parts; The first part will be devoted to provide a detailed description of the research design and methodology employed in the present work, the sample population as well as the instruments used to gather data. The second part, in parallel, will seek to present the analysis of the obtained data, in addition to an overall interpretation of the results reached throughout the research procedure. Besides, it attempts to answer the research questions by means of validating or denying the proposed hypotheses.

Chapter One

1.1. Introduction:

The teacher is an approachable person whose role is to facilitate and animate discussions in the classroom, firmly but gently guiding them to insight knowledge, awareness, self-confidence, and increases ability to think critically. In addition, schools are meant to be the safest places where students fulfill their educational practices. However, many teachers use the corporal punishment as means of instruction mainly in the primary schools.

Corporal punishment refers to any physical form of punishment where a person in authority who can be a teacher use physical force with intention of causing pain to children who practice unacceptable behavior or use inappropriate languages.

Accordingly, the present part aims to investigate negotiations on the use of corporal punishment as an effective means of discipline in education. Moreover, there are two sections in this part; the first one is concerned with an overview of both didactic and pedagogy, psychology and education and its view of corporal punishment. Whereas, the second is concerned generally with definitions of corporal punishment, and in particular the negotiations on the use of corporal punishment as an effective means of discipline in education.

Section One:

1.2. Didactics and Pedagogy:

Didactic is a discipline that concerned practically with the science of teaching and the instructions of study. However, pedagogy is focused mainly on the differences methods, strategies and techniques associated with teaching.

1.2.1. Didactics:

Etymologically, the word didactics comes from the Greek word (Didaktikos), which means to teach, to educate. But the term can also mean: having the ability to teach, the people who have the ability to teach, the content taught, teaching aids, including methods and media, the school and the classroom where learning takes place, and learning as the main activity for pupils. In this vein, Karl H. Arnold (2012)states that " general didactics represents the overarching theory of both decision making on and the processes teaching and learning in societal institutions such as schools and universities devoted to both of general and domain- specific education."

1.2.2. Pedagogy:

For some, pedagogy is defined as "The function or work of teaching: the art or science of teaching, education instructional methods"(DEEWR, 2009, p.42). In other words pedagogy is the art, science, or profession of teaching.

In addition, pedagogy is about learning, teaching and development influenced by the cultural, social and political values we have for children and underpinned by a strong theoretical and practical base. (Education Scotland, 2005, p.9). This means pedagogy is a term associated with teaching; specifically teaching children.

From these definitions it can be concluded that pedagogy is the work of a teacher, the art and science of teaching, instructional methods and strategies.

1.2.3. The relation between didactics, pedagogy and corporal punishment:

Didactic and pedagogy are a parallel processes based on punishment and reward. In the educational process, teachers have to manage their classes well. However, corporal punishment is effective in reducing disciplinary problems.

1.3.   Psychology:

It is the scientific study of behavior and mental process of organism. The word "psychology" comes from the Greek words it's divided into two parts, the first part "psyche," meaning life, and second part "logos," meaning explanation. Psychology is the study of thinking and behavior. It encompasses the organic influences, social pressures, and environmental elements that have an effect on how human beings think, act, and feel.

1.3.1. Psychology and punishment:

B. F. Skinner, (1938) a psychologist who first described operating conditioning, identified two different types of aversive stimuli that could be used as punishment.

On the one hand, positive punishment which is also referred to as punishment by application; Positive punishment involves the presentation of an aversive stimulus after behavior has occurred. For example, when a student talks out of turn in the middle class, a teacher might scold the child for interrupting her.

On the other hand, negative punishment which is also known as punishment by removal. Negative punishment involves removing a desirable stimulus after a behavior has taken place. For example, when the student in the previous example

talks out of turn again, the teacher promptly tells the child that he or she will have to miss a recess because of his or her behavior.

1.3.2. Learning theories:

Over the past century, educational psychologists and researchers have posed various theories to describe how individuals acquire, coordinate and develop skills and knowledge. Different authors have classified the theories in different forms to help readers organize and incorporate this vast body of literature.

1.3.2.1. Educational Learning Theories:

While studying to become a teacher, the candidate will learn about learning theories. There are four overarching paradigms of educational learning theories: behaviorism, cognitivism, constructivism and humanism.

1950	1960	1970	1980	1990	Years
Behaviorism	Humanism	Cognitivism	Constructivism		Learning Theories
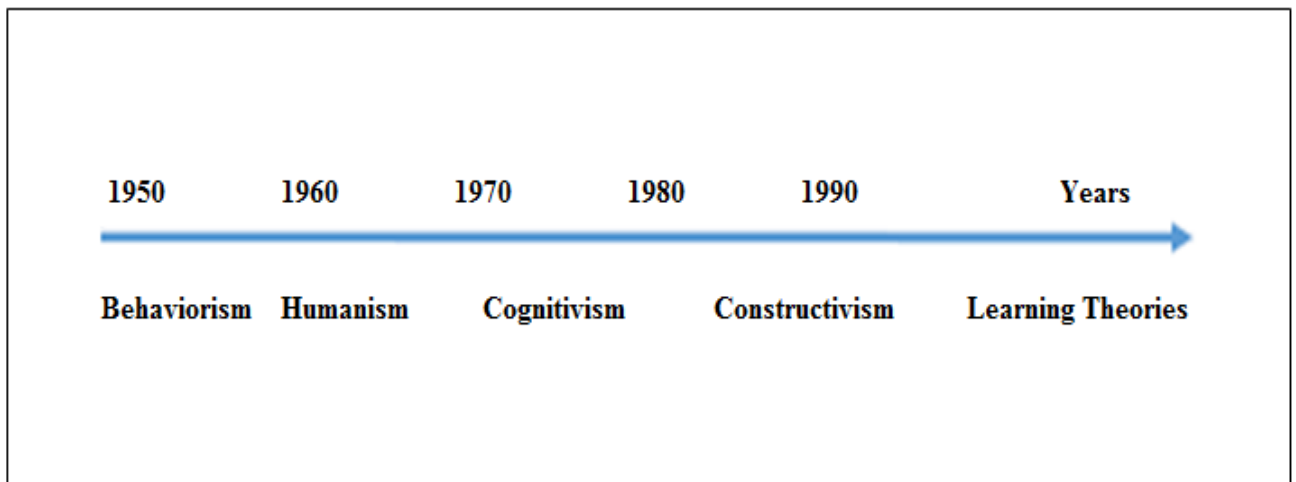
Figure 1.1: An arrow representing the genesis of learning theories

1.3.2.1.1. Behaviorism: is a view in which behavior can be explained by external factors and behavioral conditioning can be used as a universal learning process. In behaviorism, the ideas of positive and negative reinforcement are

effective tools of learning and behavior modification, as well as a punishment and reward system.

1.3.2.1.2. Cognitivism: The cognitive approach focuses on the mental activities of the learner that lead up to a response and acknowledges the processes of mental planning, goal-setting, and organizational strategies (Shuell, 1986). It is learning theory developed by Jean Piaget (1936), explains the development of child cognitive pathways in understanding and physical response to experiences.

1.3.2.1.3. Constructivism: is the idea that people are responsible in creating their own understanding of the world and using what they know based on previous experiences in the process of linking new information to these experiences. People use these experiences and new information to construct their own meaning.

1.3.2.1.4. Humanism: focuses on the individual as the subject and asserts that learning is a natural process that helps a person reach self-actualization. Scenarios and role modeling are important factors in humanistic learning, as are experiences, exploring and observing others. (Mishel, 2019)

Four major learning theories   Learning principles
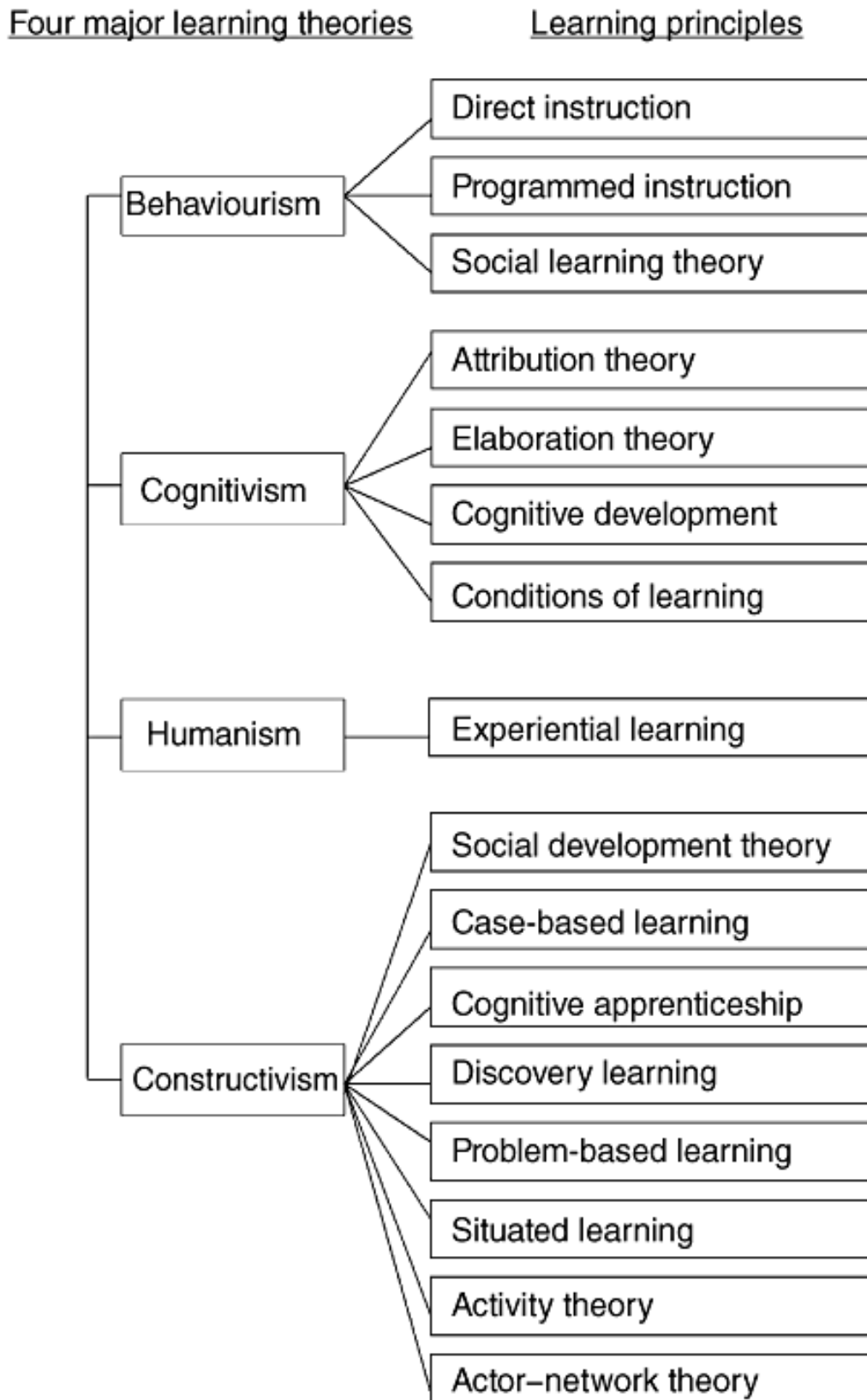
Figure 1.2: Diagram summarizing the difference between the learning theories

(Mifrah, n.d.)

1.3.2.2. Educational Learning Theories and punishment:

Behaviorism theory provides a different approach to the study of reward and punishment, emphasizing what is learned when a response is rewarded and how this varies from what is learned when a reaction is punished.

Piaget (1932) was mainly interested not in what children do (i.e., whether or not they break rules) but in what they think. In other words he had been interested in the moral reasoning of children.

Piaget was interested in three major aspects of children's understanding of moral issues one of those aspects is about punishment:

"Should the punishment fit the crime?" students asked

"Are the guilty always punished?" students asked

Piaget found that the views of children regarding laws, moral decisions and punishment continued to change as they grew older. That is to say, just as there were stages in the cognitive development of children so their moral development also had universal stages.

1.3.3. Educational Psychology:

Educational psychology studies learners and learning contexts, and evaluates how factors such as age, culture, gender, and physical and social environments impact human learning. Moreover, educational theory and practice focused on the latest research related to human development to understand the emotional, cognitive, and social aspects of human learning.

1.3.3.1. Definition:

Educational psychology is that branch of psychology in which the findings of psychology are applied in the field of education. It deals with behavior of human

beings in educational situation. In this vein, Skinner states that "Educational psychology is the branch of psychology which deals with teaching and learning and covers the entire range and behavior of the personality as related to education."

1.3.3.2. The relationship between Educational psychology and Corporal Punishment:

Corporal punishment has been and remains a way to motivate students to learn, if they don't show the desire to do in order to obtain success. Educational psychology studies the manner people use to learn .i.e. classroom management, motivation, exercises, tests, assessments and how people handle and receive feedback. The relationship between the terms is that physical violence is a treatment for weak pupils in order to comply with school rules while educational psychology focuses on the environment of teaching and how learning situation is occurring.

1.4. Education:

Education can be described as the act of educating or being educated and the knowledge or skill that acquired and developed by a learning process. It is the field of study which deals with teaching and learning pedagogy.

1.4.1. Definition:

According to John Dewey (n.d.) "education is not preparation for life; education is life itself." which means that education is a lifetime process with no true beginning or ending; the process of bringing desirable change into the behavior of human beings.

Education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the

maximum development of society in such a way that both enjoy maximum happiness and prosperity. In short, education is the development of individual according to his needs and demands of society, of which he is an integral part.

1.4.2. Education and Corporal Punishment relationship:

Discipline is generally believed to be important for students to succeed in school, especially during the era of compulsory education.

Punishing children for inappropriate behaviour is present in all schools. It reflects how society works and teaches that every action has a result.

Eggleton (2001) defines it as a training which corrects molds or perfects the mental faculties, or moral characters, obedience to authority or rules, punishment to correct poor behaviors.

1.4.3. Algerian Education:

1.4.3.1.   History of Algerian Education:

The Algerian education system was highly exclusive at independence in 1962, and was oriented towards educating French colonial elite. The process of building an inclusive and open national education system was set in motion with the creation of the Ministry of Education in 1963.Officials responsible for developing the education system focused on a number of objectives, including the "Arabisation" of the curriculum and faculty, the upgrading of teaching skills at all levels, and the promotion of a skilled class of workers and technicians through the emphasis on technical and vocational training.

In the early 1960s, Arabic language replaced French language as the language of instruction at the primary level, and later in the 1960s Arabic was standardized as the language of instruction at the secondary level. French continues to be used in the academic fields, even with 1991 legislation mandating the use of Arabic in all

sectors and at all levels. However, in most non-technical faculties Arabic is used as the language of instruction at the post-secondary level.

1.4.3.2.   The Algerian Education System

The Algerian educational system is divided into several levels: preparatory, primary and middle education, secondary education, vocational education and higher education. The continuing education provided by the University of Continuing Education must also be taken into account. The Ministry of Education is responsible for organizing and managing primary, mid-school and secondary levels, the management of higher education is entrusted to the Ministry of Higher Education and Scientific Research, and the professional level is entrusted to the Ministry of Education and Vocational Training.

The Ministry of Education headquarters is located in El Mouradia, Algiers. It has been chaired since January 2, 2020 by Education Minister Mohammed Ouadjaout. The Constitution of Algeria grants all people the right to education.

The school is mandatory at the age of six and free from first year of school to university. English is taught from the first year at middle school. In the secondary school, students may also learn Spanish, Italian or German. The Tamazight language was registered with the Algerian constitution and was thus studied in primary, middle and even high school since 2005.

The Education of Algeria provides pre-school education for children aged between three and six. It is taught in preparatory schools or in kindergarten classes at primary schools. Pre-board instruction is intended to slowly incorporate children in the school setting by playing enticing games to expose them to the initial elements of reading, writing and calculation, and improve his language practice through the

interactions of the events and games suggested. However, since pre-school education is non-compulsory, the State is committed to ensuring that curriculum is improved and that generalization is pursued gradually.

1.4.3.3. Algerian education and punishment

Corporal punishment has been forbidden in schools. According to article 21 of the Education Act 2008 "Corporal punishment, abuse and all forms of moral harassment in schools are prohibited. Violators of the provisions of this section are liable to administrative sanctions, without prejudice to prosecution."

The government periodically issues ministerial circulars to remind schools of the ban, and imposes administrative penalties on people who use corporal punishment.

Primary school

Brevet d'Enseignement Moyen (BEM)
(lower secondary education)

Baccalauréat

| **Baccalauréat** | **Brevet d'Enseignement Professionnel (BEP)** | **Brevet d'Enseignement Professionnel Supérieur (BEPS)** |

(upper secondary general education)

(secondary vocational education)

(post-secondary vocational education)

| **Baccalauréat** | **Licence** (higher education) | **Master** (higher education) |

Doctorat (PhD)

Figure 1.3: Flow chart: Algerian education system

Section Two:

1.1. Introduction:

There are many different ways to discipline a pupil. Ramsden and Buvaneswari (2008) states that "discipline can be described as a set of rules and regulations that children are expected to follow so that orderliness and decorum is maintained in schools and other environments related to children. While implementing discipline, adults focus on what they want children to learn accompanied by what children are capable of learning." In other words, the use of discipline is necessary to provide obedience to school rules. It is divided into different ways, the most important of which is corporal punishment.

Corporal punishment is an important tool for providing discipline. Corporal punishment defined as intentional harm to the body for the purposes of punishment or control of behavior.

This section examines the negotiation on the use of corporal punishment as a tool for providing discipline in education, tendency of the elementary school teachers to resort to corporal punishment, why some they consider it as a primary discipline method while others call it abuse, what they suggest to eliminate corporal punishment.

1.2. What is Corporal Punishment?

For some, corporal punishment is defined as "physical punishment which uses physical force intending to cause bodily pain for the purpose of correcting or punishing a child for their behavior" (Gershoff, 2008).

In addition, the UN Committee on the rights of the child, corporal punishment is "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light."

Moreover, Straus and Stewart (1999) defines it as "the use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behaviour."

Furthermore, McGrath (1999) claimed that corporal punishment is an assault on the dignity of individual and offensive act against the dignity of the teaching profession. From these definitions it can be concluded that corporal punishment is a method of disciplining, controlling and correcting child's misbehavior.

Corporal punishment can be divided into three categories: judicial corporal punishment as part of a criminal sentence ordered by a court of law. Closely related is prison corporal punishment, ordered either directly by the prison authorities parental or domestic corporal punishment within the family - typically, children punished by parents or guardians, school corporal punishment within schools, when pupils are punished by teachers or school administrators. For the purpose of this research, we focused on corporal punishment in school.

1.3. What does the punishment represent in the educational system?

It is an instrument of action by which the child / pupil is force / determined by the parents or teachers to change his behavior in a way that is desired / accepted.

1.4. The use of corporal punishment in primary schools:

Beat the students! Beat the students! Beat the students! The way most school systems want to discipline their students in the school system, is to beat them. This is the concept most schools look at corporal punishment. Corporal punishment has

been used in school for centuries. Many schools have limited the use of corporal punishment but most schools continue to use corporal punishment. In Africa for years until the 20th century, teachers were beating students (Lambert, 2012). However, in the late 1960"s and early 1970"s the cane was phased out in most primary schools. Algeria has made progress toward peace and stability in recent years. The government is working with UNICEF to create a protective environment for children. But violence remains a serious issue in the public schools. All 48 states of Algeria must realize it .This is what sparked a debate about the pros and cons of using corporal punishment:

Is corporal punishment an effective means of discipline?

1.4.1. The first issue: Yes, the corporal punishment is an effective means of discipline.

"I doubt whether classical education ever has been or can be successfully carried out without corporal punishment." (George Orwell), in this vein when Algeria gained independence. Schooling systems underwent a major reform and more schools were built and made accessible to the general population especially, after French teachers left Algerian schools. It was necessary to seek foreign assistance, in the first decade; many collaborators were loaned from Arab countries such as Egypt and Syria, as well as from other countries. As a result of academic incompetence and the spread of ignorance and illiteracy, these schools imposed corporal punishment in order to improve the educational level.

According to Straus (1994, p. 4) corporal punishment is "the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behavior." in other words punishment is used in the educational system as a strategy to amend undesirable behavior.

Physical abuse in schools, also referred to as 'Corporal punishment', is the deliberate infliction of pain intended to change a person's behavior or to punish the learner.

Corporal punishment such as spanking is usually considered as a primary discipline method in most countries, teachers and school administrators resort to corporal punishment to correct misbehaviors. "Or other forms of physical punishment wherein school personnel actually strike the student with a part of the body" (Bogacki, et al., 2005, p.371).

Dilawar Hussain says that ''Children in government schools do not study without a stick. You have to use a stick if the student is to learn something because classes are too big in government schools.'' This means that the teacher must use a stick to control his class because classes are too big in public schools.

John Wilson mentioned six advantages of corporal punishment:

The first advantage Wilson mentions is that corporal punishment "is cheap and easy to administer" this means it does not need anything, except perhaps a stick. In other words, corporal punishment is quick and relatively inexpensive to administer. For example, paddling, caning, and other types of corporal punishments used all over the world typically are executed quickly. "The advantages that were thought to come from corporal punishment are no cost, easy to administer, no training needed and is good for student development" (Han, 2011).In addition, some poor countries cannot employ qualified teachers who can educate difficult students or employ student advisers who can solve students' problems

The second advantage of corporal punishment is that it is "effective as a deterrent, because nobody likes physical pain" (Clark, p. 365), this means corporal punishment is simple and transmits the message that the offending behavior is unacceptable. Small children who do not grasp the ability to use reason can associate

pain with an action and avoid the action in the future. Corporal punishment may also be used to keep others in line as others do not want the same punishment to happen to them.

  The third advantage is the effectiveness of corporal punishment as a process of reform, "in that the fear of physical pain will characteristically motivate a person not to reoffend; and the fact that the motivation is extrinsic makes it no less valuable." (Wilson, 2002, p. 409), this means it sets clear boundaries that motivate children to behave at home or in school. Kids make better decisions about their actions and behaviors when they understand what the penalties for misbehaving happen to be. This process allows each child to exercise and enhanced level of self-control. Advantages like this occur when the child understands that there are specific boundaries which cannot be crossed in certain circumstances.

  The fourth and fifth advantages are that corporal punishment "is adjustable, in that we may easily inflict different amounts of pain on different people for different offences" (ibid., p. 366). While Clark declared that (p.367) corporal punishment "It is fair for all, since all people are similar in their dislike of pain." That is to say boys and girls alike could be beaten in schools, but usually "girls are beaten with less force than boys" (Archambault, 2009, p.291), maybe because male pupils are more aggressive than female pupils (Bogacki, et al., 2005, p. 370). However, Algeria, girls usually do not experience corporal punishment at school.

  The last advantage is that "corporal punishment does no permanent or irreversible damage" (Clark, p. 367), that is to say corporal punishment such as spanking is usually considered as a primary discipline method in most countries, teachers and school administrators resort to corporal punishment to correct

misbehaviors. "Or other forms of physical punishment wherein school personnel actually strike the student with a part of the body" (Bogacki, et al., 2005, p.371).

According to the "theory of mental discipline faculty", "man is naturally evil and forced labour for accomplishing difficult intellectual tasks is useful exercise for strengthening will. Children's failure in learning is considered to spring from stubbornness or laziness and so, being immoral act, it imposed a harsh punishment." (Ausubel, Robinson 1981: 438) that is to say to manage those students, school needs rules and for students who follow the rules, school needs punishment to make them obey the rules.

Corporal punishment is legal in public school that is mean the government is allowing students to suffer just so they can learn a lesson. In this vein Mwamwenda (1995) said that corporal punishment "it is used extensively freely, partly because teachers do not know any better method to discipline students due to the low level of education and partly because there are no measures in existence to restrain its use."

1.4.1.1. Conclusion of the first issue:

The purpose of corporal punishment is to determine the child to make a distinction between what is good and what is bad, between what is permitted and what is forbidden. By being punished, the child is encouraged to amend his behavior and find other ways in which to act, so that they will accept from a social and cultural point of view. By being punished, the child is forced to realize the connection between his behavior and the consequences of his behavior.

Furthermore, some research differentiates between corporal punishment and physical abuse, but others "see all corporal punishment as abusive" (Hicks-Pass, 2009, p.72).

1.4.2. The second issue: The corporal punishment is not an effective means of discipline

Corporal Punishment should not be allowed in schools because it promotes violence, it creates an unsafe environment, and it has a lasting impact on kids. It is unfair to students, can emit fear in them, and there is no guarantee a student will stop their behavior. This type of punishment is not right; it should not be done among any child for any reason. If we are going to discipline students, it should not be with a paddle. Students should be disciplined for their actions, but by a detention, not a hit.

"Students who have experience corporal punishment are more likely to commit crimes and seek revenge. Social workers stand strong against the use of corporal punishment and come together to stop it" (David, 2008). Which meant many students have been beaten by their teachers for doing something negative in school; and have gotten the message that violence is a good thing.

John Clarke (2004) argued John Wilson's and cited six disadvantages of corporal punishment.

When the teacher motivates his/her students, he/she should not forget that the most important thing is human dignity, because harsh physical punishment is sometimes like cluster munitions, and disproportionately harms the dignity of the child. This means even corporal punishment is cheaper and easier but it hurts the dignity of the pupils. When a student is hit, they think less of themselves because they believe that the reason they were hit is because they are lesser than everyone else. They also could stop making new friends and become socially awkward because they are afraid that everyone will not be their friend just because others were not nice.

John Clarke (2004) expresses his opinion against the second advantage of corporal punishment "emotional corporal punishment as a deterrent, because no one likes physical pain" Clark opposes the term "nobody" because certain teachers have sexual fetish and enjoy causing pain. The students lost interest in studies and they will divert their focus in other ways which will further make them poor in studies. Also, sometimes it causes injuries if they mistakenly hit this will causes the health problems for their rest of life. Teachers are taking over advantage of this and they are trying to be strict by giving harmful punishments. Sometimes the pupils are afraid of particular teacher and they won't ask their doubts in class, instead they want their staff to leave as soon as bell ring.

Clark opposed the idea of corporal punishment efficacy as a reform process and expressed his view on two positions. Firstly, Clark posed a fundamental question: "If corporal punishment deters, does it therefore reform?" Clark said that deterrence does not mean reform and may disguise long-term bad effects. Secondly, Clark disproved his point, "ethically, extrinsic motivation has less value than its intrinsic brethren". (Clark, p. 366).

According to Clark against the fourth advantage of corporal punishment that "is adjustable, in that we may easily inflict different amounts of pain on different people for different offences" Clark sees that a similar argument can be used for no corporal punishment (Clark, p. 366). For instance, like speaking, eating, playing in class these can be controlled only by little punishment. Unless they are punished, they won't be active in periods. This ensures they will complete their work and assigned task on time without fail.

Often school should conduct regular parent-teacher conferences to help parents and their child's teacher find ways to work together to ensure the child's success.

Clark stated against the fifth advantage that not all people are the same toward their dislike of pain, and "some people cope well with pain while others do not" (Clark, p. 367). In addition, Clark probably thinks that 'equality in injustice is justice'. This justification in Clark view is not acceptable and not logical. Solving any problem does not mean that we can solve it by applying injustice to everyone.

In his last disadvantage of corporal punishment, Clark said that "Of the school cane, there is anecdotal evidence of permanent damage being inflicted on some children. A sensitive child, never physically punished before nor since, may never forget the one experience of corporal punishment, the effects of which could impair their adult life forever" (ibid., p. 367). Clark said that Wilson cannot predict the consequences of violence and whether they will disappear in the long term or not. In this vein Rollins also states that "Corporal punishment can affect a student's self-image and weaken their social skills." this means teachers do not understand the consequences that a student must face when he or she is hit by them. In addition, by hitting a student, the teacher is thinking they are teaching them a lesson, but really they are setting them up to be more defiant once more and be hit again. It can lead to a number of different things such as anxiety, hostility, depression, and aggression against authorities, teachers, and property. It is a vicious cycle that will never end until the student is damaged for the rest of his life. "Corporal punishment is damaging to children lowering performance levels and making children more aggressive, angry, violent and

have hostility towards others and their surroundings" (David, 2008). The use of corporal punishment in schools can make a child more aggressive, defiant, and oppositional (Dupper, CP in US Public Schools).

Corporal punishment is used the most with students who live in poverty, males, those in special education, and the ethnic minorities. For these, students' corporal punishment is frequent and unequally administered (Han, 2011). Which meant children from more disadvantaged households are significantly more likely to be punished compared to children from the same community. Boys are significantly more likely to report experiencing corporal punishment than girls. That is to mean, boys are often at greater risk of forms of punishments.

The disadvantages outweigh the advantages to corporal punishment. The person may not associate the punishment with the action and he/she may start to either fear or hate the punishment administrator. Some offenders may commit the offense anyway as the pain of corporal punishment is often temporary. Corporal punishment can also cross the line into abuse.

1.4.2.1 Conclusion of the second issue:

The results of the literature review and analysis found that there were a number of negative consequences of the use of corporal punishment has not just physical consequences but could have a major role in emotional and psychological consequences.

There is a requirement to end all forms of corporal punishment in schools especially with young children. There is also a need for a change in the mindset of teachers.

1.4.3. Conclusion of the first and second issue:

Globally the use of corporal punishment in schools is increasingly prohibited in law, yet in many contexts its use continues, even where outlawed. Proponents argue that it is an effective and non-harmful means of fostering discipline, respect and obedience into children, while others point to a series of detrimental effects, including poor academic performance, low class participation, school dropout and declining psychosocial well-being. Establishing whether corporal punishment has lasting effects on children's cognitive development and psychosocial well-being has been hampered by a lack of longitudinal data, especially from Low- and Middle-Income Countries.

These pros and cons of corporal punishment are not intended to serve as a moral guideline for those who preferred to use it or for those who avoid it. There are tangible consequences which can last for a lifetime when children are exposed to corporal punishment over a long time. This approach may also teach some children specific boundaries of safety, like remembering to look both ways before crossing the street, which can protect them from harm as they grow up. Each family and each school district, must make decisions that reflect what will best serve the needs of their children.

1.5. The pros and cons of corporal punishment in schools:

The use of corporal punishment is a controversial topic. Advocate for corporal punishment in schools believe that physical punishment is beneficial and when used appropriately, can be an effective form of discipline. However, it has been argued that corporal punishment carries with it many negative effects on student's performance.

1.5.1. The pros of corporal punishment in schools:

- **1.An Effective Behavior Adjustment:**

Corporal punishment is one of the fastest and most effective ways to discipline a child misbehavior, Abusive children quickly become a distraction of the entire learning environment. Therefore, corporal punishment allows them to deal with this in a quick and rapid manner.

- **2. It's Doesn't Cost A Thing:**

Corporal punishment is a completely free form of discipline i.e. physical punishment is a punishment intended to cause physical pain to misbehavior, it is cheaper and timely and does not cost effort or time such as school detention it's cost time and effort for the supervisors.

- **3. Instills Sense of Right and Wrong:**

Corporal punishment is a strategy to amend misbehavior, one big part of a developing child's behavior comes from understanding the differences between what is good and what is bad, between what is permitted and what is forbidden.

1.5.2. The cons of corporal punishment in schools:

- **A Misuse of Abuse:**

To discipline pupils, it should not be with a paddle. They should be disciplined for their actions, but in safe ways, not a hit.

- **2. Violence Promotes More Violence:**

This is one of the biggest issues surrounding corporal punishment in schools. When a child learns that violence is the solution to solve problems, he will begin to use violence to solve their own problems

- o **3. Pupils Become Afraid:**

Schools should be the one of the safest places and comfortable where students fulfill their educational practices. Unfortunately, physical punishment brings in an air of fear throughout the entire school.

In order to learn well, children must understand the importance of good behavior in peaceful ways and not by resorting to corporal punishment.

- o **4. Negative effects on the physical, social, psychological, and educational development of pupils:**

For some, Andero and Stewart (2002) states that "Corporal punishment does not produce long-lasting changes in behavior; negatively effects the social, psychological, and educational development of students; contributes to the cycle of child abuse; and promotes proviolence attitudes of youth."

In addition, Gershoff (2008) says that a study shows that physical punishment is associated with increases in delinquency, antisocial behavior, and aggression in children, and decreases in the quality of the parent-child relationship, children's mental health, and children's capacity to internalize socially acceptable behavior. Adults who have been subjected to physical punishment as children are more likely to abuse their own child or spouse and to manifest criminal behavior.

In the same vein Vygotsky (1978) states that Corporal punishment may legitimize violence for children in interpersonal relationships because they tend to internalize the social relations they experience.

Moreover, UNICEF (2007) declared that "Corporal punishment causes psychological damages that are reflected obviously on child's self-esteem and self-confidence, and having other negative long-term personality effects."

A study found out the negative side effects of punishment include running away; being truant; fearing teachers or school; feeling high levels of anxiety, helplessness, and humiliation; and being aggressive or destructive at home and school (Griffin, Robinson & Carpenter, 2000).

From these points of view, we conclude that, the use of corporal punishment in primary schools can cause physical health, mental health, negative educational impacts and psychological pains that may stick with the child for a long time. It can cause an extreme dislike of schools and the education systems.

- **5. Alternatives for Corporal Punishment**

There are better alternative ways to discipline children than to use violence such as extra school work, or hard activities, parent meetings and other disciplinary methods will have much better results for everyone involved.
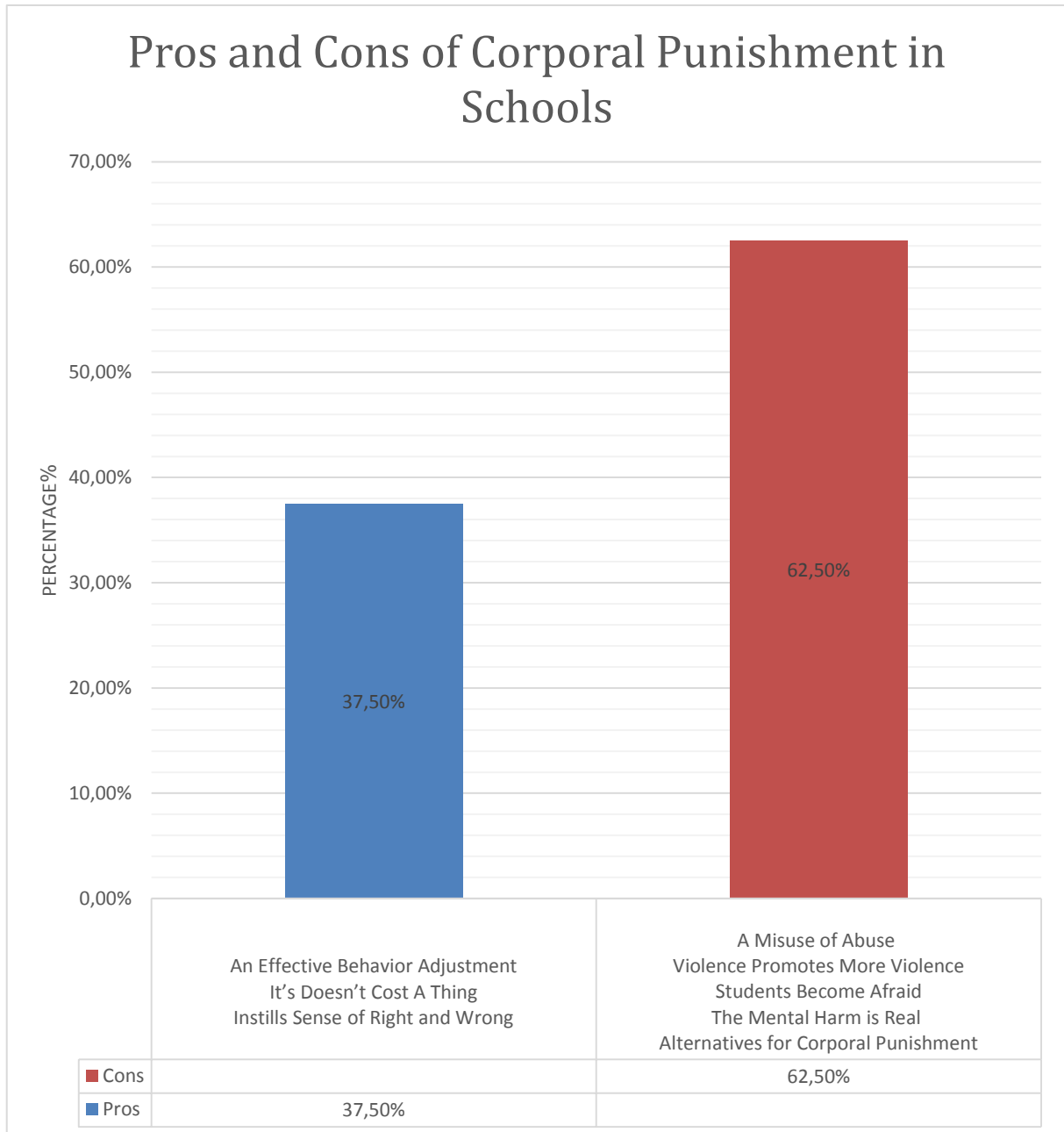
Figure 2.1: Represent the percentage of pros and cons of corporal punishment in primary

schools.

1.6. Kinds of corporal punishment:

There are many different methods used to intentionally inflict pain upon a child this

is the different kinds of corporal punishment in the table below:

Kinds of corporal punishment:	Meaning:
Hit; hitting verb	Hit somebody/something with something She hit him with stick Hit somebody/something in/on something Someone hit him in the face.
Paddling noun	A spanking paddle is an implement used to strike a person on the buttocks. The act of spanking a person with a paddle is known as "paddling".
Pinch; pinching verb	Pinching (anywhere on the body)
Pull; pulling verb	pull somebody/ something to move somebody/something in a particular direction by pulling
Punch; punching verb	To hit somebody/ something hard with your fist (= closed hand)
Slap; slapping verb	To strike sharply with or as if with the open hand To cause to strike with a motion or sound like that of a blow with the open hand
Spanking noun	Spanking (usually with an object such as a paddle or stick)
Shove, shoving Verb	To push or put in a rough, careless, or hasty manner
Twisting noun	Twist something to injure part of your body, especially your ankle, wrist or knee, bending it in an uncomfortable way

Figure 2.2: A table showing the different kinds of corporal punishment

1.7. The impact of Corporal Punishment on students' performance in public schools:

According to Straus (1991), frequent use of corporal punishment increases abnormal behaviours such as aggression and violence, disruptive, disturbing behaviours and criminal behaviour inside and outside the school. Corporal punishment on itself does not teach children what is right from wrong and

sometimes creates more complications. However, it is widely believed that corporal punishment plays a significant role in education. Gershoff (2002), claims that corporal and non-corporal punishments were used in schools as a major means of controlling students' discipline. In other words, corporal punishment is a useful way to maintain discipline and correct pupils' misbehaviours.

Some students respond only to corporal punishment, which means that physical punishment is effective because it makes student think twice before committing the same offence and can prevent other students who may violate a rule in the absence of such punishment. Pupils are often punished after engaging in indiscipline matters in schools such as truancy, offensive languages, destruction of school properties, fighting and poor performance. Thus, the students should be given corporal punishment along with instruction and counselling. In other meaning, if students who commit offences and are not punished, they think that it is alright to do things in a way they like without respecting the rules and regulations. They should be severely punished; if the punitive measures are reasonable, they might be a good thing.

On the other hand, corporal punishment impacts the learner's personality and academic performance negatively; its regular use creates adverse effects of an individual's behaviour.

According to Lombordo and Polonko (2005), corporal punishment affects children's cognitive development; the body of the child can suffer from pinching, slapping and other forms of punishment. Also, this can slow down physical, emotional or intellectual growth of the child if it is done frequently. Furthermore, many pupils suffer physical injury as a result of corporal punishment, such as broken teeth, infections and illnesses. These physical effects can be painful and expensive for

parents. Injuries can affect the physical development of children and can impact on the whole community economically. In addition, Straus (1991), claims that the use of corporal punishment in the long term tends to increase the probability of antisocial behaviours, such as aggression within and outside the school. More clearly, corporal punishment does not work; it carries with it many negative effects.

Likewise, Pandey (2001) states that corporal punishment damages children's lives physiologically and psychologically. The use of corporal punishment not only causes physical pain but it also causes mental harassment, worthlessness, timidity, sense of helplessness, depression, inferiority complex, inflexibility, self-doubt and anxiety which result in reducing his self-confidence. That is to say, physical punishment produces negative side effects on learners' behaviour and self-esteem and the more harshly the pupil was hit the more likely he/she is to be aggressive or to have personality problems.

The research indicates that teachers are uncertain how to relate to the learners and still maintain discipline in the classrooms. After the abolition of corporal punishment, teachers were expected to relate to learners in a friendly way and to establish a more relaxed atmosphere. But some teachers were afraid to encourage personal relationships with their learners, fearing that this would lead to a loss of authority in the classrooms. Positive teacher–learner relationships have the potential of creating a conducive learning environment in the classroom and will determine whether or not a learner can benefit from the teaching- learning situation.

1.8. Classroom management:

1.8.1 Definition:

Pioneers give different meaning to the term 'classroom management' some says "classroom management is not tip and tricks it's how we relate, speak,

encourage, guide and care" in other words some teachers keep complaining about the class which they teach. They are not sure how to communicate with learners and how to maintain discipline at the same time. The causes for the persistence of poor teacher-learner relationship include lack of knowledge regarding the effective use of alternatives to corporal punishment and the use of force to establish the teacher's authority.

In addition, Plato said that "do not train students to learning by force and harshness, but direct them to it by what amuses their mind, so that you may be better able to discover with accuracy the peculiar bent of the genius of each." that is to say teacher plays a major role for effective class conduction. It is the teacher's responsibility to make his /her class interesting. So that students are keen to attend and participate in the class.

From these definitions it can be concluded that classroom management can be defined as the actions undertaken by the teacher to create an environment that is respectful carrying orderly and productive. It supports and facilitates academic and social learning.

1.8.2. Challenges of classroom management:

There are various academic and behavioral challenges in regard to learners that face teachers in classroom and directly affect the teaching-learning process. Furthermore, there is no teaching without complications as long as there are various achievement factors and personalities in classroom. Some reasons of academic and behavioral challenges could be classified as follows:

▪ Crowded complex environments: teachers must attend to their learners new which are of different interest achievement and attitude towards content.

- Classes are more culturally diverse: varying social, ethnic, linguistic and social class backgrounds.

- Children with disabilities are educated in general classrooms create atmosphere of acceptance, promote cooperation. Change instructions of necessary and collaborate with specialists.

- Circumstances that create physical and physiological problems family and societal factors so teachers need to create a warm supportive, consistent environment.

1.8.3. Styles of classroom management:

Classroom management style employed by the instructor is widely affected by the teacher's personality in terms of his/her psychological traits, academic level, dare, experiences impacted by his/her academic, social, economic and cultural background. Three main classroom management styles are mentioned:

- Authoritarian: stresses high expectations and consistency, believes that students must know exactly what they are supported to do whenever they are in. The authoritarian teacher uses punishment if they mess up. The teacher knows that he is ill-reputed but thinks that being strict helps he to stay in control, he shows little affection, he admonishes them in front of peer " I 'am here to teach, I want students to respect me and my rules so that we can have a well-functioning classroom, I 'am not here to be their friends. He uses controlling strategies to maintain order (pressure, punishment, force…)

- Permissive: wants then to enjoy school, few academic or behavioral demands to make then autonomous. Shows affection a lot. Create a

comfortable atmosphere. "I do not want students to comply just because they are afraid of punishment, instead I want them to develop a sense of self-discipline and person responsibility. No sense of lead ship.

- Authoritative: Have high expectations both academically and in behaviour but thinks it is important to create a warm, supportive environment. An authoritative teacher believes in punishment that does not humiliate students "They have to understand that their behavior has consequence, but do not get into power strangles" exist leadership but promote students' autonomy. He is a war demander.

1.8.4. Tasks of classroom management:

Teachers play important roles in their classrooms, however, the most important role in how they manage their classes. The Classroom Management guides are mentioned as follows:

- ❖ Designing the physical environment: decide on the arrangement of chairs, desks, tables… It should support the type of the instruction you will carry (group work, teacher, directed …) make sure that frequently used materials are accessible, setting that allows students to have a clear view, plan , decide on how much interaction, personalize the classroom find room for your aids, take into consideration handicaps…

- ❖ Building a positive relationship with learners:
  - a- Be welcoming: stand by the door and smile and give comments

b- Learn about their lives: questionnaire, informal chats, attend their show

c- Develop cultural literacy: since different cultures have different values includes Q about: family, education, interpersonal relationships, discipline, religion, food, history, holidays, health…

d- Communicate high expectations: push their to do better

- Develop good communication skills: good listener.

- Foster an atmosphere of community.

1- Provide opportunities for students to learn about each other in what they are alike and different. Use games.

2- Use small group and cooperative learning: serve as sources.

3- Be alert for bulling and peer harassment: teasing, name calling you should make it clear that they are unacceptable.

1.9. Conclusion:

To cover the main points, the first section aims to provide an overview of didactics and pedagogy, psychology, educational psychology and education. It particularly spots the light on the relationship between corporal punishment and these later as well as the correlation between the learners and the school. The second section attempts to clarify key concepts, the negotiations on the use of corporal punishment as an effective tool of discipline in education, pros and cons of physical

punishment, its kinds, and impact on students' performance in public schools and how to manage the classrooms.

The next chapter is devoted to interpreting and discussing the main findings of   the   research.

Chapter Two

2.1. Introduction:

This chapter is to depict the context in which the study takes places. It gives an overview about the use of corporal punishment in primary schools all around the world and in Algerian schools in particular. It is also meant to explain the methodology adopted and the full description of the questionnaire and interview. It also focused on interpreting and analysing the data gathered from both the interview and the questionnaire that is then discussed if it confirms or refutes our research hypotheses. In closing, a set of recommendations are mentioned.

2.2. Overview of the research context:

Corporal punishment continues to occur in schools throughout the world, both in countries where it is legal and countries where it is banned, leading to estimates that millions of children are subject to legalized assault at their schools (Covell & Becker, 2011).

Also, in practice, school corporal punishment often involves the use of objects (Gershoff, Purtell, & Holas, 2015). Children around the world report that they are hit by their teachers with a variety of objects, including sticks (Youssef et al., 1998), straps (Baker-Henningham, Meeks-Gardner, Chang, & Walker, 2009), and wooden boards (Pickens County Board of Education, 2015).

In addition, children have reported being hit with hands or objects on virtually every part of their bodies, although the hands, arms, head, and buttocks are common targets (Ba-Saddik & Hattab, 2013; Beazley, Bessell, Ennew, & Waterson, 2006; Human Rights Watch & ACLU, 2008; Youssef et al., 1998).

Likewise, teachers and school personnel punish children by forcing them to stand in painful positions, to stand in the sun for long periods, to sit in an 'invisible chair' for long periods, to hold or carry heavy objects, to dig holes, to kneel on small objects such as stones or rice, to exercise excessively without rest or water, and to ingest noxious substances e.g. cigarettes (Ba-Saddik & Hattab, 2013; Beazley et al., 2006; Feinstein & Mwahombela, 2010; Hyman, 1995).

2.3. Corporal punishment in Algerian schools:

Corporal punishment is unlawful in Algerian schools as it is considered as crime. Furthermore, corporal punishment is prohibited in schools in article 21 of the Education Act 2008 "Corporal punishment, abuse and all forms of moral harassment is prohibited in schools. Violators of the provisions of this section are liable to administrative sanctions, without prejudice to prosecution." Ministerial circulars are regularly provided by the government to notify schools of the ban, and administrative sanctions are implemented on those who use physical punishment.

In 2011, the Government declared that corporal punishment "is strictly prohibited in schools, within the family and within all other contexts and institutions."

In a 2012 Committee review, the government affirmed that "the Criminal Code expressly prohibited corporal punishment in the home, in schools and in other institutions."

In addition, the Committee on the Rights of the Child has twice recommended to Algeria, in 2005 and 2012, that regulations be adopted specifically banning corporal punishment in all circumstances.

The school environment in Algeria is unfortunately managed through obligations and con-straints as ways to ensure order and silence instead of enhancing

participation (e.g. Benamar, 2008). Very little importance is given to class representatives (CRASC, 2009), and free choise of children is also played down on the study speciality. Other activities including physical punishment discourage the involvement of children. However, research institutions, media organizations and NGOs are supposed to compaign actively to deter child's abuse.

Part One: *Research Design*

2.4. Sampling Plan:

Our sampling plan would be consistent mainly with the targeted groups of people exposed to or practicing corporal punishment: teachers, and children. And generally with students who have just finished their school work (i.e. between 22 to 26 years and over) and surveys to parents for children currently enrolled in school. First, teachers as practitioners of the act are supposed to provide information that mirrors their perception on the use of corporal punishment to mold child's misbehavior. Second, children are our most important element in this study because they are directly affected by corporal punishment and are supposed to demonstrate the consequences of these practices. In addition, the study takes in consideration the views of both students and parents about corporal punishment and alternative means for it. To sum up, sampling plan aims at aggregating the two parties' opinions to tackle phenomenon from each party's point of view to reach a broader image of the topic.

2.5. Methodology:

One of the major steps in conducting research study is the selection of the research method. In the present work, the researcher opts for the case study

approach. An in-depth investigation of a single person, group, event or community is a case study. Typically, data are gathered from a variety of sources and by using different methods.

Mackey & Gass (2005: 164) posted that "the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation". In other words this research method, therefore, allows us to investigate and reveal various facts of the phenomenon being studied. A mixed approaches method, which combines both qualitative and quantitative data collection and analysis, was considered appropriate for this study, because the data collection variations allow the researcher to collect more and better information, provide answers from different perspectives and supply a deeper insight in order to capture the complete image of reality. The methodology is designed to answer basic research problematic mentioned below:

'Negotiation on the use of Corporal Punishment as an effective means to discipline in education.'

 Answers to this problematic help us draw out suggestions to enforce current policy while finding alternatives to corporal punishment.

2.5.1. Quantitative research:

 Aliaga and Gunderson (2000) describe Quantitative research as "explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)." that is to say quantitative research ~~it~~ is about the use of computational, statistical, and mathematical tools to derive results such as questionnaire.

2.5.1.1 Questionnaire:

A questionnaire is a series of questions for obtaining statistically useful or personal information from individuals. Brown (2001) defines questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are react either by writing out their answers or selecting from among existing answers."(p.6)

2.5.1.1.1.   Questionnaires Description:

The questionnaire is a methodical search tool for data based on questions and evidences. The research study depends mainly on questionnaire for each category. First, teachers as practitioners of the act are supposed to provide information that mirrors their perception on the use of corporal punishment to form child's misbehaviour. Second, parents' views on it must be highly considered to see how much corporal punishment in schools meets with parental consent or resistance. Third, recent graduate students and children are our most important element in this study because they are directly affected by corporal punishment and are supposed to demonstrate the consequences of these practices.

Questionnaire introduction provides participants with the title of the subject and explains precisely why the questionnaire is applied. Then, teachers, parents, recent graduate students and primary school pupils are kindly asked to answer all the questions as honestly as possible. The teachers' questionnaire consists of nine (9) questions along with biographical information. The questions are definitely varied in terms of types and contents. As for the types of questions, two 'YES/NO' questions are given and more six closed-ended questions are asked where the respondents are

given multiple choices to cross in the right box. Two further open-ended questions are given. (Appendix A)

The second questionnaire is divided into three appendices developed to find out the attitudes of recent graduate students, parents and primary school pupils towards the use of corporal punishment in schools. The questionnaires are split between public and private schools with personal background questions about gender and age. The surveys include five (5) questions for recent graduate students, nine (9) questions for parents and five (5) questions for primary school pupils. The questions are mostly varied between a 5-degree Likert Scale, yes/no questions, closed-ended and open-ended questions. Some questions of the surveys were repeated in the three categories so that we can compare answers obtained by the three categories and draw conclusions. (Appendix B and Appendix C)

2.5.2. Qualitative research:

Qualitative research usually has what, how and why questions that require collection of qualitative data such as participants' observation, interviews, document analysis, ect....

For some, Marshall (1998) and Bogdan (1980) Qualitative researchers, often employ the following methods for gathering information: Participant Observation, Non-participant Observation, Field Notes, Reflexive Journals, Structured Interview, Semi-structured Interview, Unstructured Interview, and Analysis of documents and materials.

2.5.2.1 Interview:

The "interview" is a managed verbal exchange (Ritchie & Lewis, 2003 and Gillham, 2000). A meeting in which the interviewer asks a set of predetermined open-ended questions. While, the interviewee has a certain freedom in his responses.

2.5.2.1.1.   Interview Description:

An interview is a conversation for gathering information. It can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. Interviews are particularly useful for getting the story behind a participant's experiences. In addition, they can pursue in-depth information about the topic and are useful as follow-up to certain respondents to questionnaires.

Five (05) Primary school teachers were invited to be interviewed, two males (2) and three females (3). This study adopt the semi-structured interview. As, it provides a list of different questions to be explored during the interview process and remains open for the interviewer to enlighten some points that might be requisite with regard to corporal punishment. The interview consists of five (5) basic questions. We asked all interviewees the same standardized questions. Each takes no more than 25 minutes where all questions were interestingly answered in unlimited amount of time. The interviews were being recorded after having asked for the teacher's permission in the introductory phase. (Appendix D)

Part Two: *Data analysis and interpretation*

2.1. Introduction:

This section covers results collected from both instruments; numbers and percentages are presented in tables, analysed, and then interpreted in relation to the research questions and hypotheses.

The data collected from the questionnaire is presented and illustrated in tables and graphs. They are interpreted and analysed in accordance to the research questions and hypotheses.

2.2. Teachers' questionnaire Data:

❖ **Section A:** Biographical Information

Teacher's profile		Number			Percentage	
Gender	Male	05			50%	
	Female	05			50%	
	Total	10			100%	
Age		Under 25	25 – 34	35 – 44	45 – 55	55 and over
Percentage		0%	60%	20%	20%	0%

Table 3.1: Teachers' Gender and Age

As shown in Table 3.1, the samples of teachers include 50% (05) Males teachers and 50% (05) female teachers equally. Teaching experience ranged between 4 years and 31 years; while the mean teaching experience was 05 to 15 years, with 50% of teachers having less than 10 years' teaching experience. The ages of the

teachers ranged from 25 to 55 years of age and the majority of them fell within the range 25- 34 years of age. The findings revealed that a majority of male and female teachers show a preference to corporal punishment, while a group of male and female teachers tend to have other methods of punishment. In addition, results indicated that there were no significant differences exist between age and attitudes towards corporal punishment. This means that attitudes towards corporal punishment are independent of age. However, results revealed that teachers who have more teaching experience do not favour corporal punishment as a disciplinary strategy. While, a group who have less than 15 years' teaching experience favour it as a disciplinary strategy.

❖ **Section B:**

a) Some of the common misbehaviors that students practice in your school include:

Item	Very often		Often		Sometimes		Rarely		Never	
Frequency	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. Fighting with other children?	0	0%	2	20%	5	50%	3	30%	0	0
2. Scratching on the walls, boards and desks?	0	0%	1	10%	5	50%	2	20%	2	20%
3. Escaping from school before the day ends?	0	0%	1	10%	1	10%	0	0%	8	80%
4. Absence from school for no reason?	0	0%	0	0%	3	30%	6	60%	1	10%
5.Refusing to obey orders	0	0%	0	0%	0	0%	2	20%	8	80%
6.Attacking teachers	0	0%	0	0%	1	10%	0	0%	9	90%

Table 3.2: Some of the common misbehaviors that students practice in school

Table 3.2 indicated that 50% of teachers said that sometimes their pupils fight with other children in class, while 30% said that they rarely fighting with others and 20% stated that often their pupils fight with other students. Then, 50% teachers said that sometimes their pupils scratch on the walls, boards and desks, 10% teachers claimed that pupils often do so. However, 40% teachers said that pupils almost scratch on the walls, boards and desks as rarely and never. In addition, 80% teachers declared that pupils escaping from school before the day ends, while 20% of them said that students escape from school either often or sometimes. 30 percent teachers claimed that sometimes children absence from school for no reason while 70% ranged between rarely and never. Also, 80% teachers said that their pupils never refuse to obey orders whereas 20% said that students rarely refuse obeying orders. The table showed that 90% teachers declared that students never attack them and about 10% teachers said that sometimes pupils do so. Furthermore, findings revealed that there were 6 main misbehavior types teachers tackle with in elementary school. For instance, fighting with other children and scratching on the walls, boards and desks are the most common misbehavior types that pupils do.
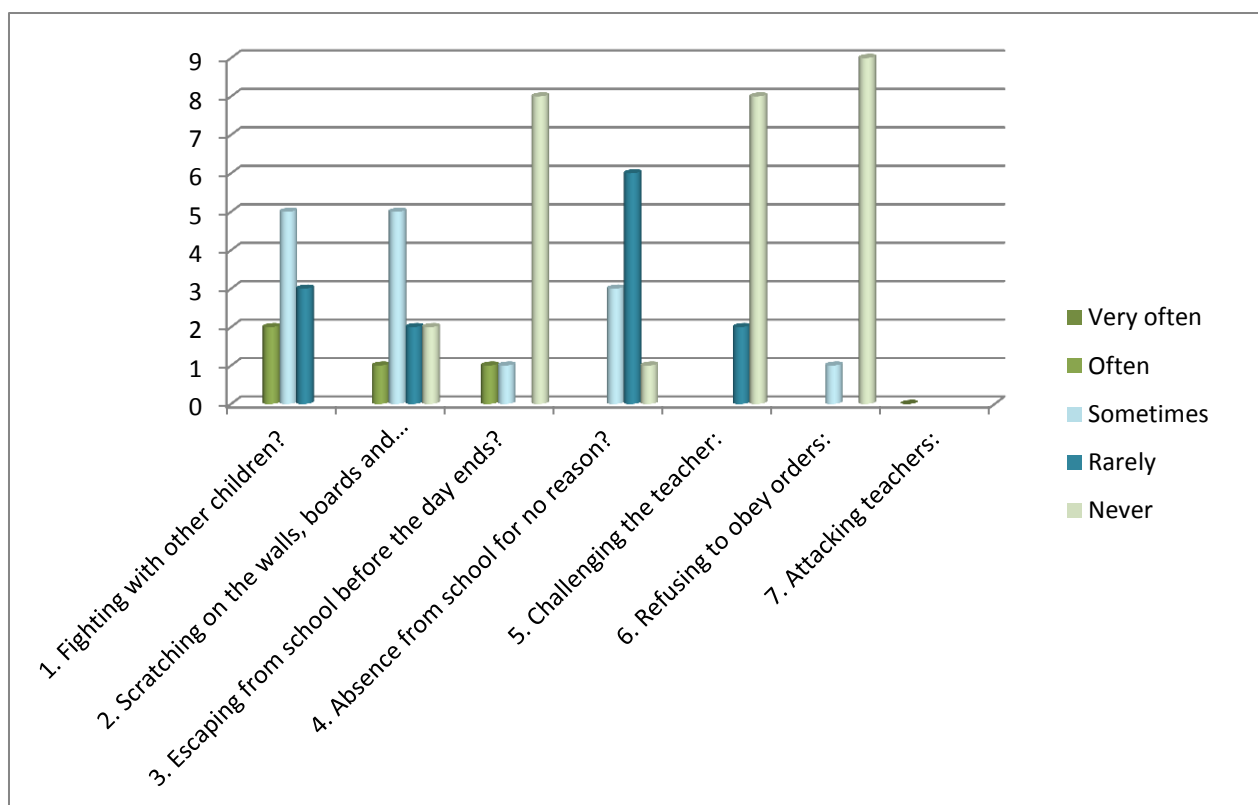
Graph 3.1. The most common misbehaviors that students practice in school

b) Do you consider Corporal Punishment in schools today to be:

Item	Extremely important		Important		Not very important		Extremely unimportant	
Frequency	Freq	%	Freq	%	Freq	%	Freq	%
Do you consider corporal punishment in schools to be:	0	0%	4	40%	5	50%	1	10%

Table 3.3: How teachers consider corporal punishment in schools today

Table 3.3 reflects most teachers as regarding corporal punishment to be either important (40%), or not very important (50%). Only one (10%) respondent considered corporal punishment to be extremely unimportant in schools today. The majority of teachers felt that corporal punishment is not necessary in schools.
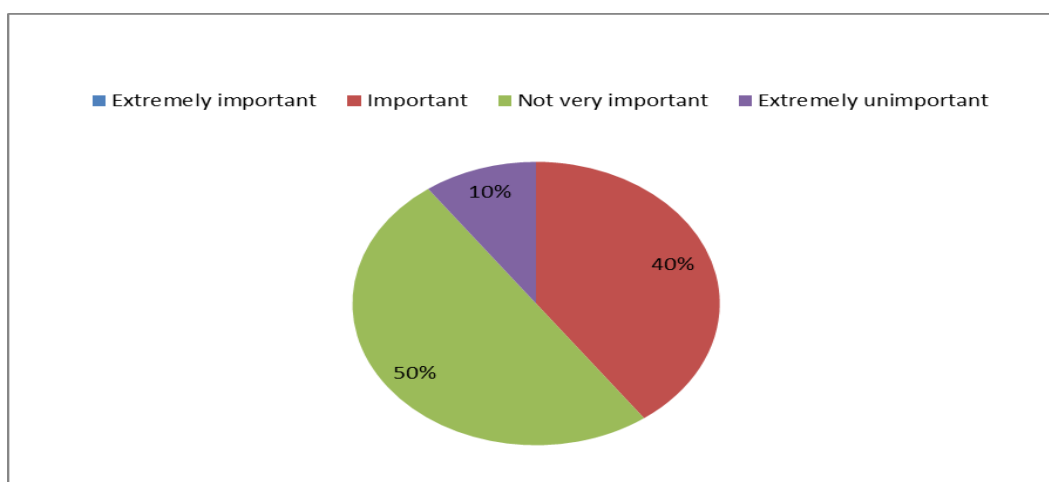
Graph 3.2. How teachers consider corporal punishment in schools today

c) **Do you use Corporal Punishment?**

Item	Always		Often		Rare		Never	
Frequency	Fre q	%	Fre q	%	Fre q	%	Fre q	%
Do you use corporal punishment?	0	0%	3	30 %	6	60 %	1	10 %

Table 3.4: Use of corporal punishment to students and its effect

Table 3.4 showed that 60% of teachers rarely use corporal punishment while 30% of teachers said that they often use physical punishment, whereas 10% reported never using it. Further, an overall majority of teachers rarely use corporal punishment as a disciplinary strategy to correct pupils' misbehavior.
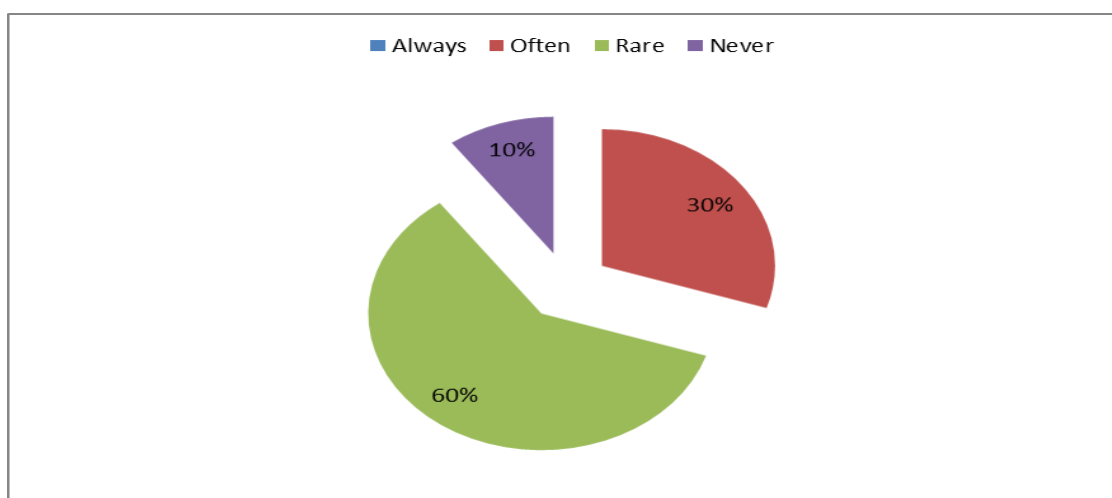
Graph 3.3. Use of corporal punishment to students

❖ .   **Section C:**

a. What is the effect of punishment that you use?

Item	Very much		Very less		Little bit		No effect	
Frequency/Percentage	Freq	%	Freq	%	Freq	%	Freq	%
a. What is the effect of corporal punishment that you use?	4	40%	2	20%	4	40%	0	0%

Table 3.5: The effect of corporal punishment

As shown in the table 3.5, 40% responded that the effect of corporal punishment is very high. Likewise, 40% teachers said that punishment has little bit effect and 20% percent answered that effect of corporal punishment is very low. Moreover, corporal punishment effectively works with some teachers in order to maintain discipline in classroom whereas its effect is little with others.

	very much	very less	Little bit	Not effect
Teachers' number	4	2	4	0
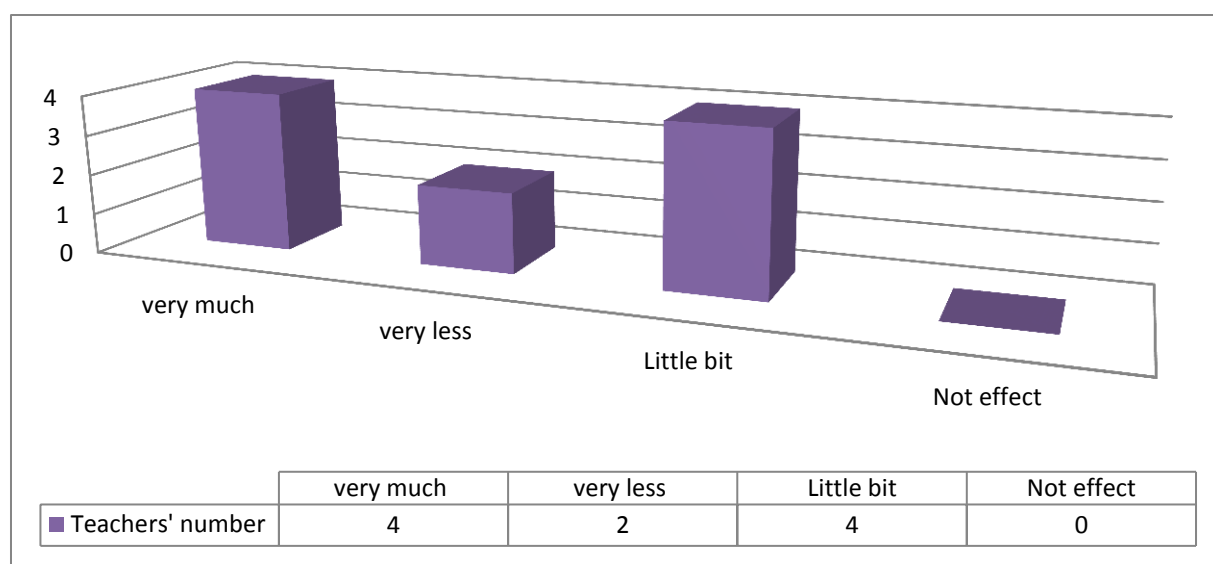
Graph 3.4. The effect of corporal punishment that teachers use

Item N°	Item	Yes		No	
	Frequency/Percentage	Freq	%	Freq	%
b.	Education and Corporal Punishment are closely related.	6	60%	4	40%
c.	Corporal Punishment is helpful in decreasing the discipline problems.	8	80%	2	20%

Table 3.6: Corporal punishment and Education

The results in table 3.6 denote that 60% (6) confirm that education and corporal punishment is related and 40 percent (4) respondents were against it. 80% (8) percent teachers said that corporal punishment is helpful in decreasing the disciplinary problems, while 20% (2) responded against it. Otherwise, most of the respondent felt that corporal punishment is linked with education and it is a solution of every disciplinary problem.
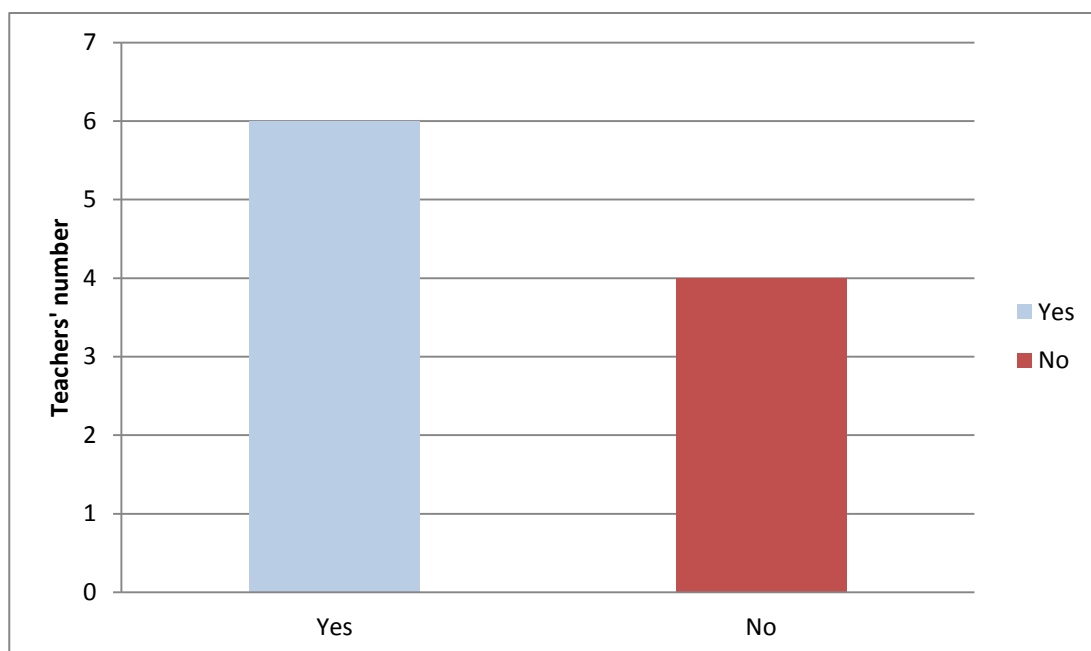
Graph 3.5. Education and corporal punishment
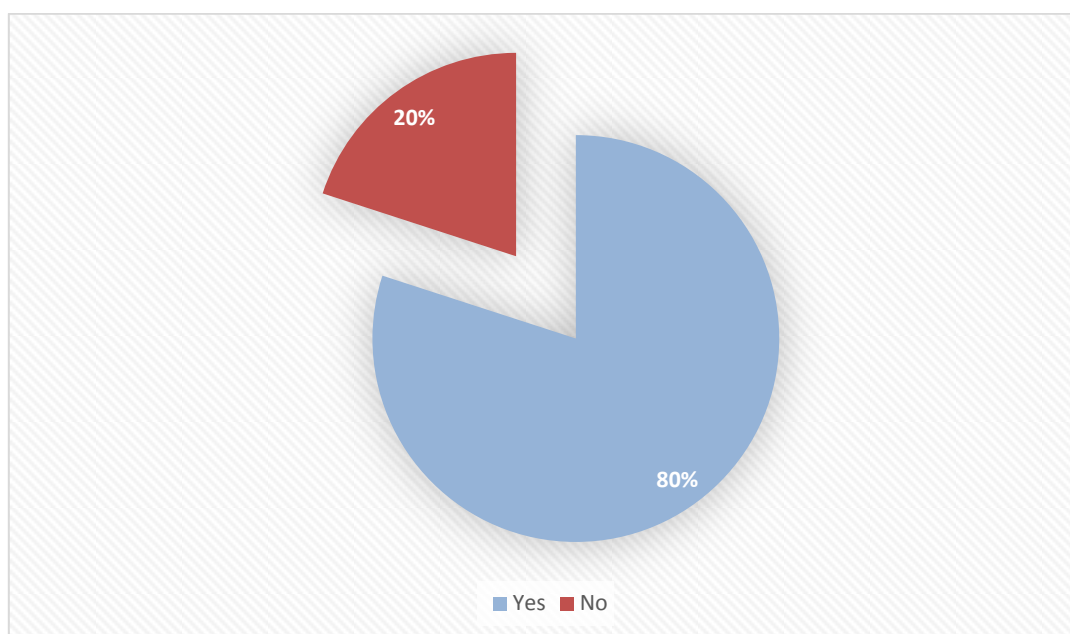
Graph 3.6. The effect of corporal punishment that teachers use

d. In general how do you think of corporal punishment outcome in schools?

Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
Frequency/Percentage	Freq	%	Freq	%	Freq	%	Freq	%
1. It helps students perform better in class.	0	0%	6	60%	4	40%	0	0%
2. It corrects student's behavior in class.	4	40%	4	40%	2	20%	0	0%
3. It is a useless method of discipline and should be banned altogether.	0	0%	4	40%	5	50%	1	10%
4. It should be the last option and used only specific cases.	2	20%	8	80%	0	%	0	0%
5. It should be used under clear conditions and regulations.	0	0%	10	100%	0	0%	0	0%
6. It is a successful tool for a teacher to control the classroom.	1	10%	5	50%	4	40%	0	0%
7. It is a successful means to maintain teachers' respect.	4	40%	1	10%	5	50%	0	0%
8. Alternative methods should be implemented.	1	10%	8	80%	1	10%	0	0%

Table 3.7: Teachers' view towards corporal punishment outcomes in schools

Considering the impact of corporal punishment on student's performance, table 3.7 depicted that 60% teachers responded that corporal punishment helps pupils enhance their performance within the class while 40% of teachers disapproved of the corporal punishment role in helping students perform better. Then, from teachers' viewpoints, 40% teachers believed strongly that corporal punishment corrects the students' behavior in class. Whereas, 40% of them agreed that corporal punishment improves pupil behavior. However, 20% of teachers were against. Also, 50% teachers disagreed that corporal punishment is either a useless method of discipline or it should be banned altogether from schools. In contrast, 40% instructors have seen corporal punishment as an inefficient method of discipline and should be banned altogether and 10% strongly disagree with the idea.

80% teachers plus 20% supported the view that corporal punishment should be the last option and used only in specific cases. Moreover, 100% teachers agreed that it should be used under clear conditions and regulations. On the other hand, 60% saw that corporal punishment is a successful tool for a teacher to control the classroom while 40% teachers responded against it. As shown in table (6), 50% percent teachers disagree corporal punishment as an effective means to maintain teachers' respect and 50% ranged between totally agree and agree. While most of them (80%) agree to implement alternative methods. The overall data indicate that teachers use corporal punishment to reform students' misbehavior and they support the idea that it should be used under clear conditions and regulation and in specific cases only.
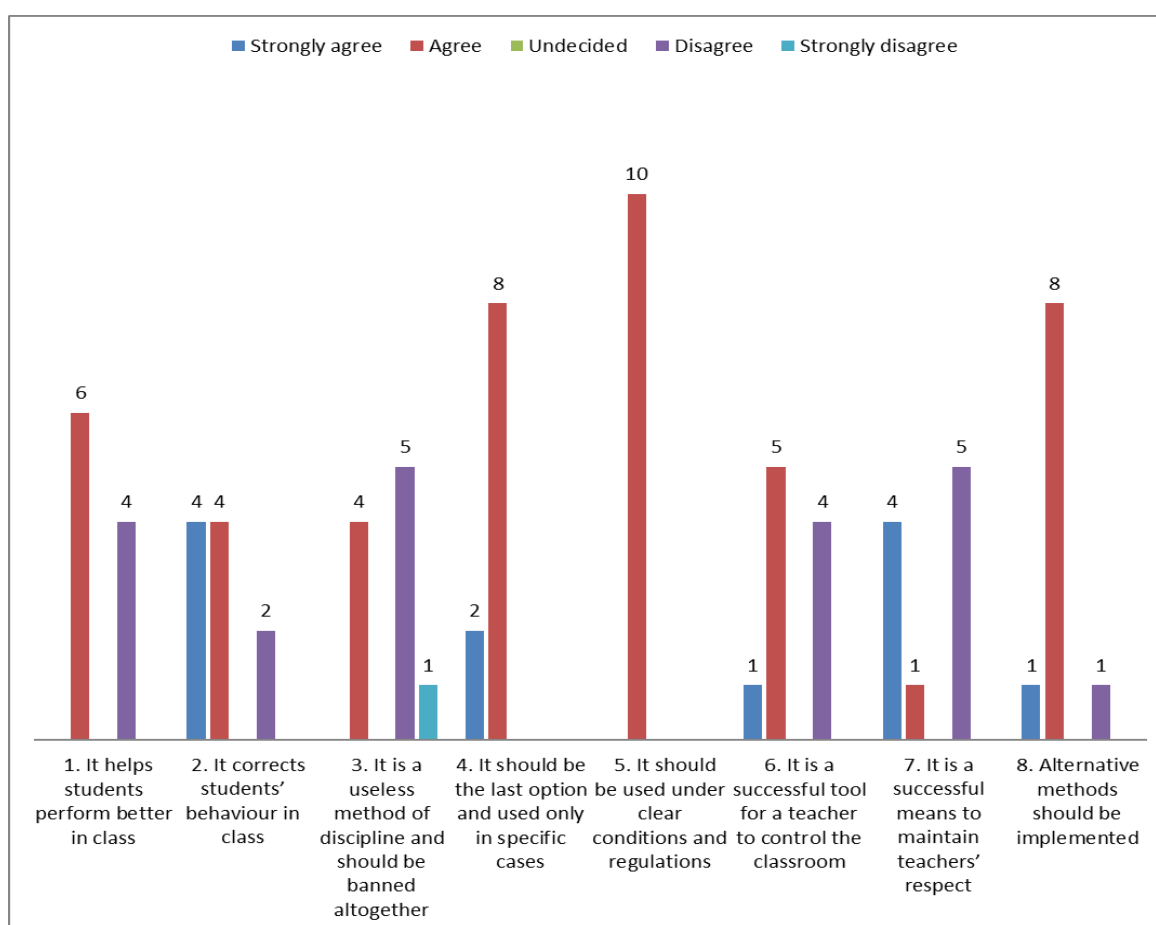
Graph 3.7. Teachers' view towards corporal punishment outcomes in schools

❖ **Section D:**

a. Do you agree/ disagree with the legal abolition of corporal punishment in Algeria?

Item	Agree		Disagree	
Frequency/Percentage	Freq	%	Freq	%
Do you agree or disagree with the legal abolition of corporal punishment in Algeria?	4	40%	6	60%

Table 3.8: Teachers' attitudes towards the abolition of corporal punishment in Algerian

schools

The majority of teachers 60% disagree with the abolition of corporal punishment in Algerian schools while 40% agree with the abolition.
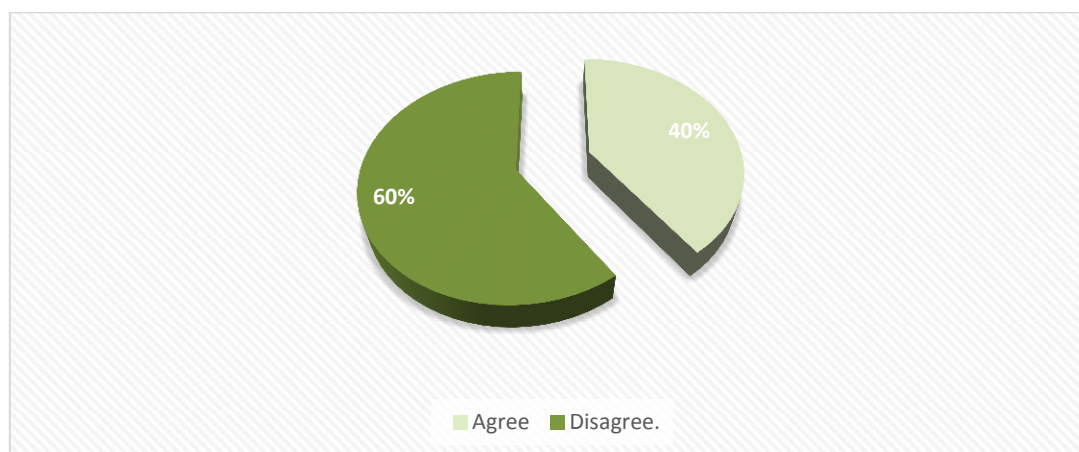
Graph 3.8. Teachers' attitudes towards the abolition of corporal punishment in

Algerian schools

Teachers' responses toward the abolition of corporal punishment indicated that most teachers support the idea of allowing corporal punishment in schools.Some teachers felt that this kind of punishment should take place after repeated offences

and warnings and attempts to fix the problem. Other instructors felt that corporal punishment pushes the child's psych to shatter, forms a vibrating personality and grow up for revenge. Others said that it helps to fine tune the behavior of some students. Furthermore, some teachers believe that pupils will use to learn only if they are punished, otherwise they do not perform any effort to learn and at a certain age they mustn't be physically punished. As a result, they will not obey teachers and it will be late to teach them love what they study. Moreover, frequent and harsh punishment can set children up to feel misunderstood, alone, and rejected. However, several teachers felt that corporal punishment could be effective. For example, one teacher commented that "punishment helps teachers to control the class and let them scare of making noise."

Qualitative teachers' responses seemed to express that they experienced corporal punishment at school and since it did not affect them as children, this view could be generalized to all pupils. It was also felt that corporal punishment is a much quicker method as one teacher responded "corporal punishment is carried out very quickly i.e. is the only way to correct student's behaviour."

Although, certain teachers prefer the use of corporal punishment, this view was not shared by all. One teacher believed "It demeans the child, corporal punishment impacts the pupil's personality," "it is more punitive than correct". Others had mixed responses and said "if used correctly it may be effective but it could also be abused" and "it works in some cases and not in others" and it should be used under clear conditions.

Teachers were invited to suggest alternative discipline methods to corporal punishment. The following were suggested: "Pupils should be treated as children

whatever their age. Let them enjoy the module by behaving well and forgive them most of the time. Also, "give advice and moral lessons when necessary." This lead to reinforce the teacher-learner relationship, "contact with parents" , "asking the child to kneel or stand on one feet at a particular spot" , "giving hard extra home works" , "motivating students and assigning them to various tasks within the educational institution" and "decrease points."

In the end, there were teachers who claimed that they could tackle teaching expectations by following some basic rules: "to a large extent good classroom discipline requires good teaching, zero tolerance in regard to inacceptable behavior. Some people are not cut out to be teachers".

2.3. Parents' questionnaire Data:

- **Section A:** Biographical Information

Biographical Information			
Parent's profile		**Number**	**Percentage**
Parents' Gender	Male	5	50%
	Female	5	50%
Children School Type	Public	03	30%
	Private	07	70%
Child Age	07	01	10%
	08	02	20%
	09	04	40%
	10 and over	03	30%

Total	10	100%

Table 4.1: Parents' gender, their children school type and children age

As shown in Table 4.1, the sample of parents include 50% (05) Males and 50% (05) female equally. Their children school type (7) children had studied in public school (70%).   While (3) had studied in private school (30%). Children age ranged from 07 to 10 and over, one of them had 7 years old, two of them had 08 years old, 4 of children their age are 09 years old and the rest 3 their age ranged from 10 and over.

We can conclude that the gender of parents can have a significant impact on their opinion of corporal punishment. The majority of mothers considered corporal punishment as a bad method. While, parents do not consider it so. Moreover, the child's age and school type have an effect on their opinions too. Younger children should not be punished because they are still growing, which may cause psychological problems for them. As for the type of school, we know that in private school pupils are not punished whilst, in public school pupils are punished.

- **Section B:**

a. In your child's school, did teachers use corporal punishment to reform pupils' behavior?
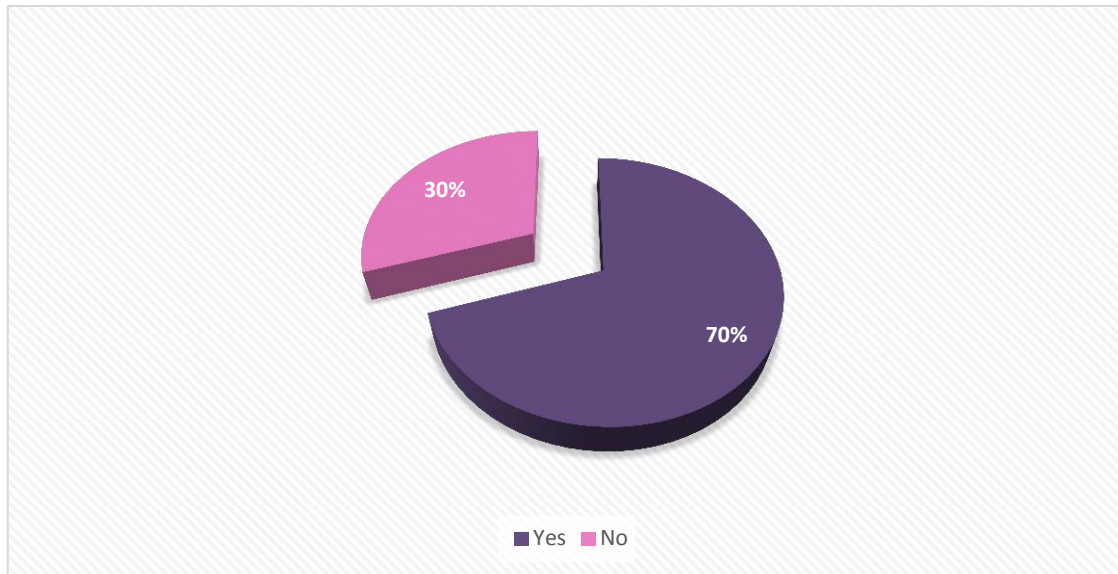
Graph 4.1. The use of corporal punishment to reform pupils' behavior

Graph 4.1.   Indicates that (7) of parents 70% said that the majority of teachers used corporal punishment to reform students' behavior. While (3) parents 30% said that in their child's school, teachers did not use it.

This can be referred to the type of school. We know that private school teachers do not use corporal punishment, while public school teachers use it.

b. Do you ever physically punish your child at home?
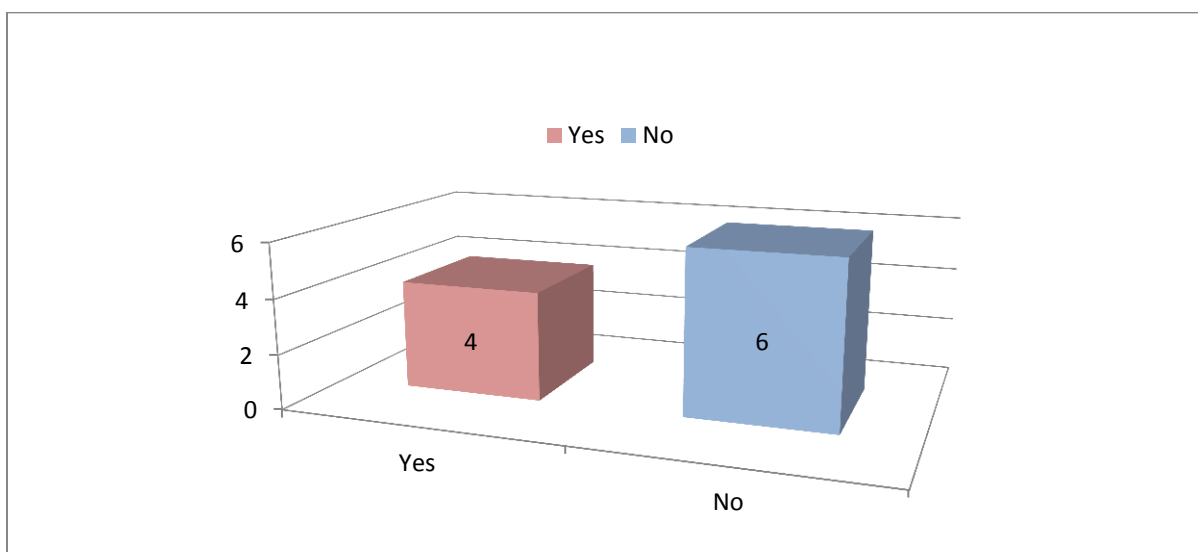
Graph 4.2. Rate of parents applying corporal punishment at home on their children

The graph 4.2. Indicates that (4) of the parents used 40% corporal punishment on their children. While (6) of them 60% did not use it.

This is due to various reasons: some parents may use corporal punishment for disobeying their children, as well as for undesirable behavior. While, the other parents do not use punishment but instead resort to safe ways to raise their children.

c. Corporal Punishment brings positive change in the attitudes of the child?
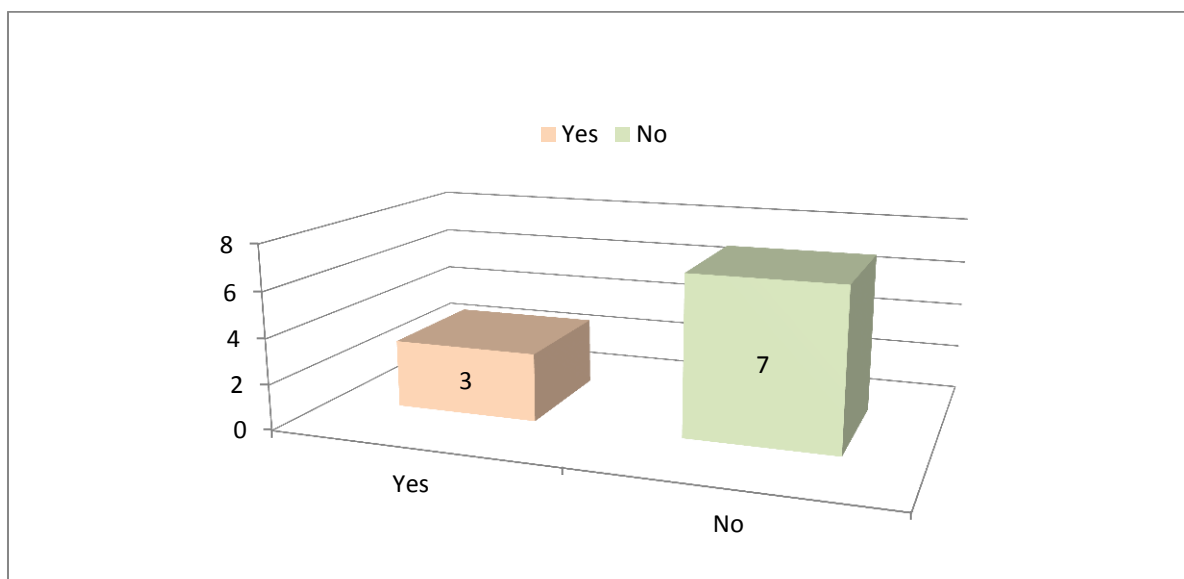
Graph 4.3. Parents' answers to the question if corporal punishment brings positive change in the attitudes of the child.

(3) Of parents 30% said that yes, the corporal punishment brings positive change in the attitudes of the child. While (7) parents 70% said that no, it is not.

The overall data tells us that teachers use corporal punishment for another reason rather than to reform pupils' misbehavior and helping them study well.

d. Corporal Punishment is necessary in schools?
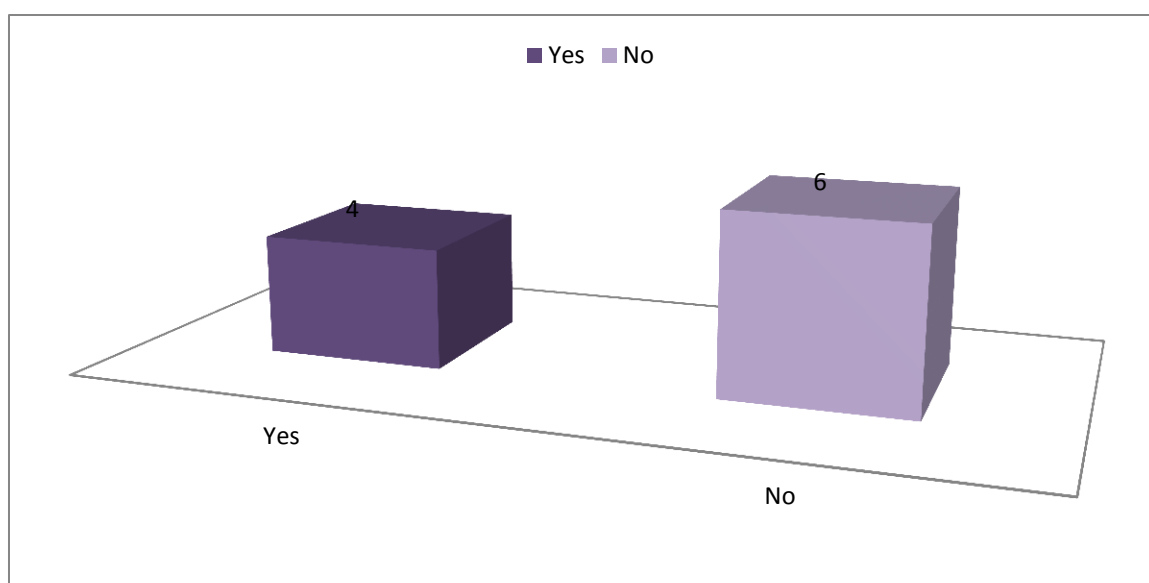
Graph 4.4. Parents' answers to the question if corporal punishment is necessary in schools.

Majority of them (6) 60% said that no, the corporal punishment is not necessary in schools. Whereas, minority of parents (4) 40% said yes, it is.

The majority of parents find that it is not necessary to use corporal punishment. Education is not a punishment, but rather a process of transferring knowledge from the teacher who conducts the teaching process to the learner who receives this knowledge. However, the rest finds that corporal punishment is necessary in schools. Corporal punishment helps the child perform better in class, corrects the child's behavior in class and makes him maintain teachers' respect.

e. Corporal Punishment is being abused by teachers in schools?
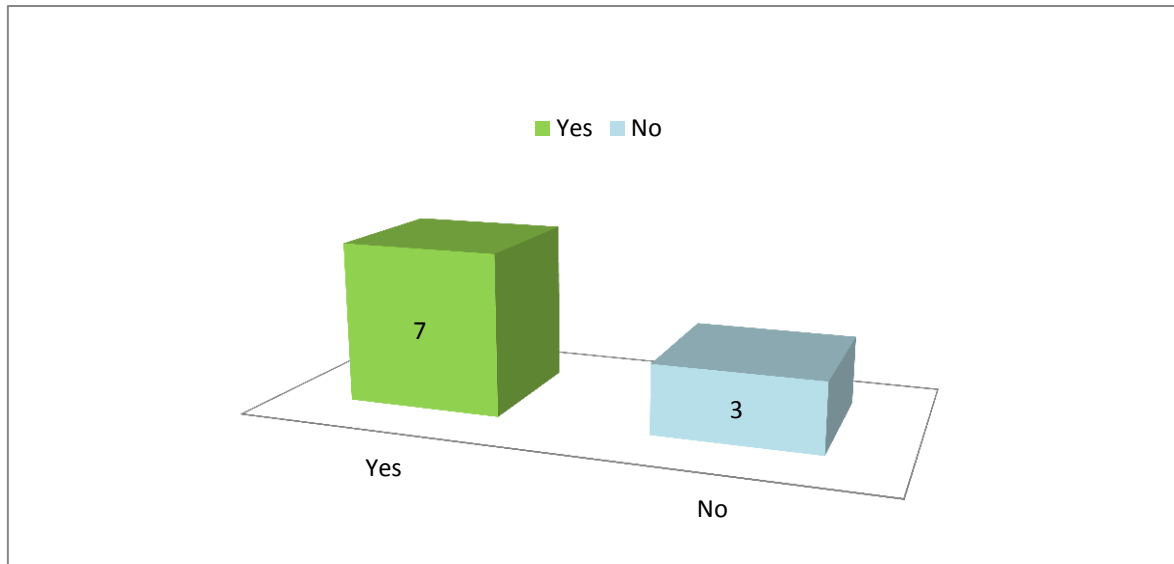
Graph 4.5. Parents' answers to the question if corporal punishment is being abused by teachers in schools.

(3) Parents 30% said that no, the corporal punishment is not being abused by teachers in schools .However, (7) parents 70% said yes, it is.

Certain teachers have sexual fetish and enjoy causing pain. Which may cause psychological and physical problems for pupils, this will produce health problems for their rest of life.

f. Corporal Punishment of the children, although sometimes cruel, is always for the child's good?
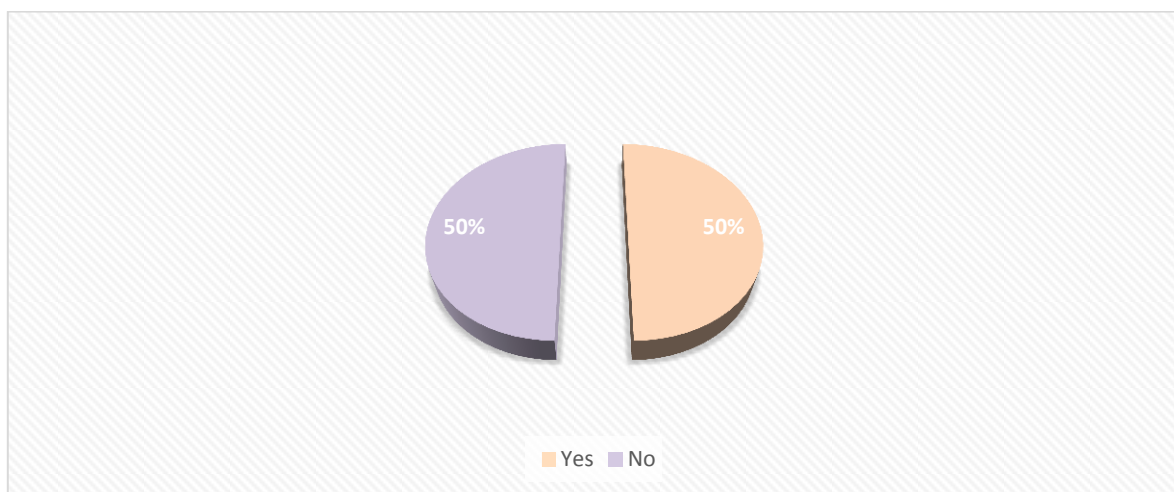
Graph 4.6. Parents' answers to the question corporal punishment of the children, although sometimes cruel, is always for the child's good.

As shown in graph 4.9, half of parents (5)50% said that yes, the corporal punishment of the children, although sometimes cruel, is always for the child's good. Whilst, the other half parents 50% said no, it is not.

Some consider that the effectiveness of corporal punishment as a process of reform, this means corporal punishment is simple and transmits the message that the offending behavior is unacceptable. However others consider that punishment does not mean reform and may disguise long-term bad effects.

❖ Section C:

In your opinion, what are the best ways to end corporal punishment in schools?
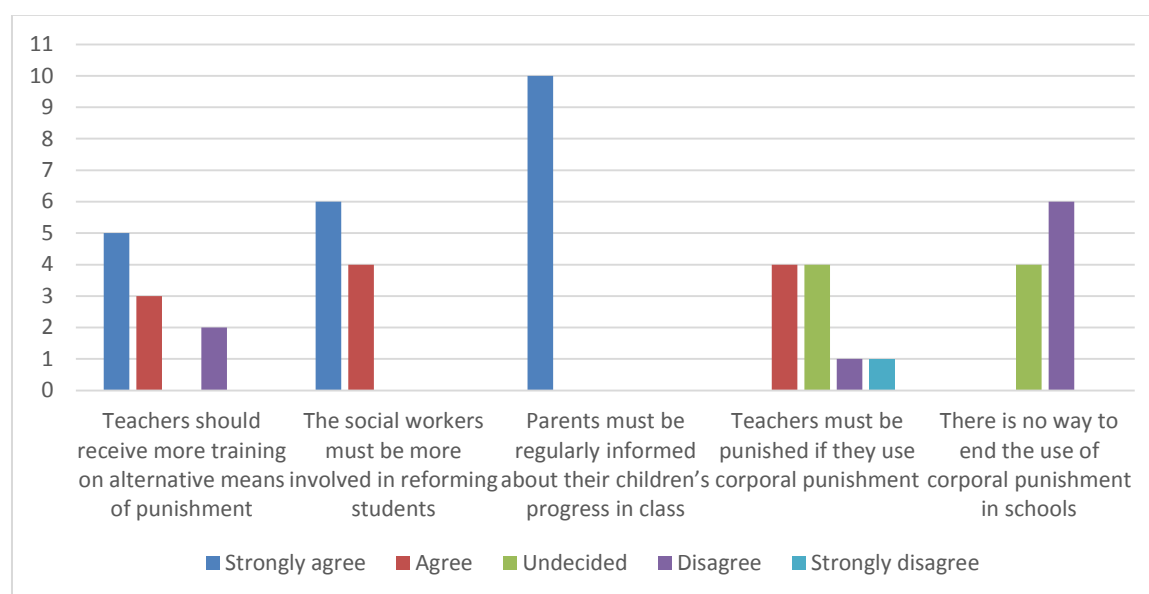
Graph 4.7.Best ways to end corporal punishment in schools

By this rubric, we want to explore to what extent the parents' opinion around the best ways to end corporal punishment in schools. This was tackled in questions (1, 2, 3, 4, and 5).

The majority of parents (5) 50% strongly agree that teachers should receive more training on alternative means of punishment. While three parents (3) 30% agree. Two of them undecided 20%.

(6) Parents 60% strongly agree that the social workers must be more involved in reforming students. While (4) parents 40% agree.

All of them (10) 100% strongly agree that parents must be regularly informed about their children's progress in class.

(4) Parents 40 % agree that teachers must be punished if they use corporal punishment. While, 4 undecided 40%. (1) One of them 10% disagree, 1 strongly disagree 10%.

(4) Parents undecided 40% that there is no way to end the use of corporal punishment in schools. While (6) parents 60% disagree.

Interpretation of parents' answers about the best ways to end corporal punishment in schools:

The majority strongly agree/agree that the best way to end corporal punishment in schools is by using alternatives to punishment such as giving extra homework, making the pupils stand or raising their hands, or informing the child's parents of their children s ' behavior. If the problem is large, the child must be sent to a social worker then to the principal. If the teacher uses corporal punishment, he should be punished because corporal punishment is prohibited. While the minority disagree with the use of alternatives to punishment and the teachers should be punished if they use corporal punishment. This means that they agree with the use of corporal

punishment in schools. Some consider punishment in the educational system as a strategy for discipline. While, the others do not.

❖ **Section D:**

a. Do you agree/ disagree with the legal abolition of corporal punishment in Algeria?
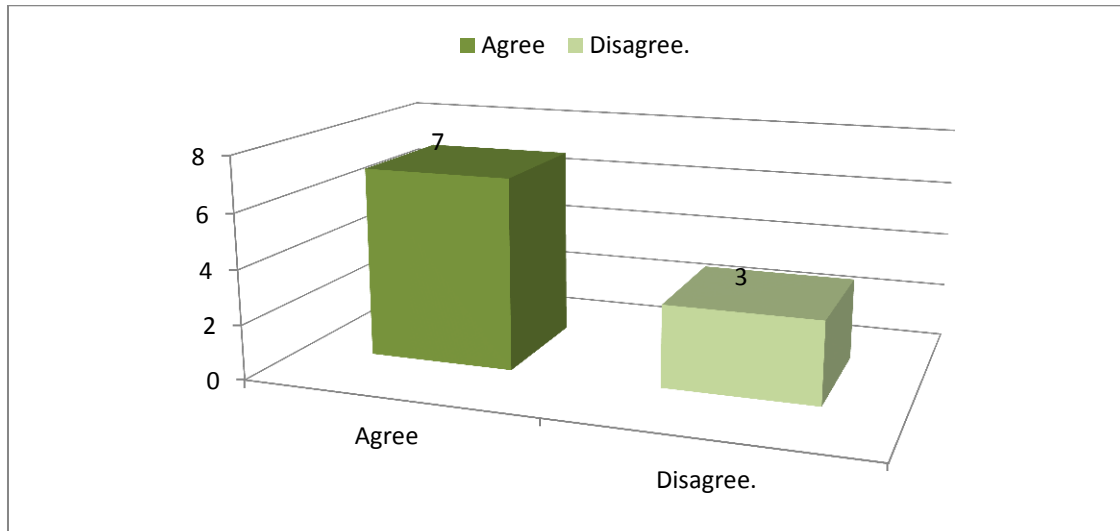
Graph 4.8. Parents' answers to the question the legal abolition of corporal punishment in Algeria

As shown in graph 4.11, the majority of parents (7) 70% agree with the legal abolition of corporal punishment in Algeria. While, (3) 30% of them disagree with the legal abolition of corporal punishment in Algeria.

Parents' responses toward the abolition of corporal punishment indicated that most parents support the idea that corporal punishment should be banned in schools, because corporal punishment of pupils leads to adverse physical, psychological and educational outcomes. It is associated with a variety of physical, psychological, and behavioral disorders of children. While the other answers were about not abolishing corporal punishment, because corporal punishment is necessary, it is a means of discipline at home and school.

b. Parents' suggestions about the alternative discipline methods to corporal punishment:

The following were suggested: parents must be regularly informed about their children's performance in class. Using home works as punishment tool, seeing or telephoning parents and deprive learner of enjoyable activity.

2.4. Students', pupils' questionnaire Data:

▪ **Section A:** Biographical Information

Biographical Information			
Student's profile		**Number**	**Percentage**
Gender	Male	09	45%
	Female	11	%55
School Type	Public	20	100%
	Private	00	0%
Age	22- 23	09	45%
	24- 25	07	35%
	26 and more	04	20%
Total		20	100%

Table 5.1: Students' gender, school type and age

As shown in Table 5.1, the great majority of informants 55 % (11) are females. However, the rest of them 45% (09) are males. School type 20 students had studied in public school (100%) while no one had studied in private school. The age

of students ranged from 22 to 26 and more, 09 of students their age ranged between 22-23, 07 of them between 24-25 and the rest 04 their age ranged from 26 and more.

We conclude that the gender of students can have a significant impact on their opinion of corporal punishment. Males are significantly more likely to report experiencing corporal punishment than females. That is to mean that males are often at greater risk of forms of punishments. Moreover, the student's age and school type have an effect on their opinions too. The ages of the students indicate that their primary schools at that time used corporal punishment. As for the type of school, as we mentioned before we know that in private school pupils are not punished whilst, in public school pupils are punished.

Biographical Information			
Pupil's profile		**Number**	**Percentage**
Gender	Male	10	50%
	Female	10	50%
School Type	Public	16	80%
	Private	04	20%
Age	05- 07	06	30%
	08- 10	10	50%
	10 and over	04	20%
Total		20	100%

Table 6.1: Pupils' gender, school type and age

As it is shown in the table 6.1, the sample of pupils include 50% (10) males and 50% (10) female equally. (16) Pupils 80% are studying in public school, while

(4) pupils 20% are studying in private school. The majority of the respondents (10) 50% their age ranged from 8 to 10, (6) 30% of pupils their age range between 5 to 7 and the rest (4) 20% their age ranged from 10 and over.

The gender of children plays an important role in the use of corporal punishment. Studies have confirmed that males are more likely to be beaten than females. In addition, to their different ages, many teachers confirm that older children were more abused then younger children. As for the type of school we know that public school allows corporal punishment while private does not.

- **Section B:**

- **Question 1:** In any of your school stages, did teachers use corporal punishment to reform pupils' behavior?
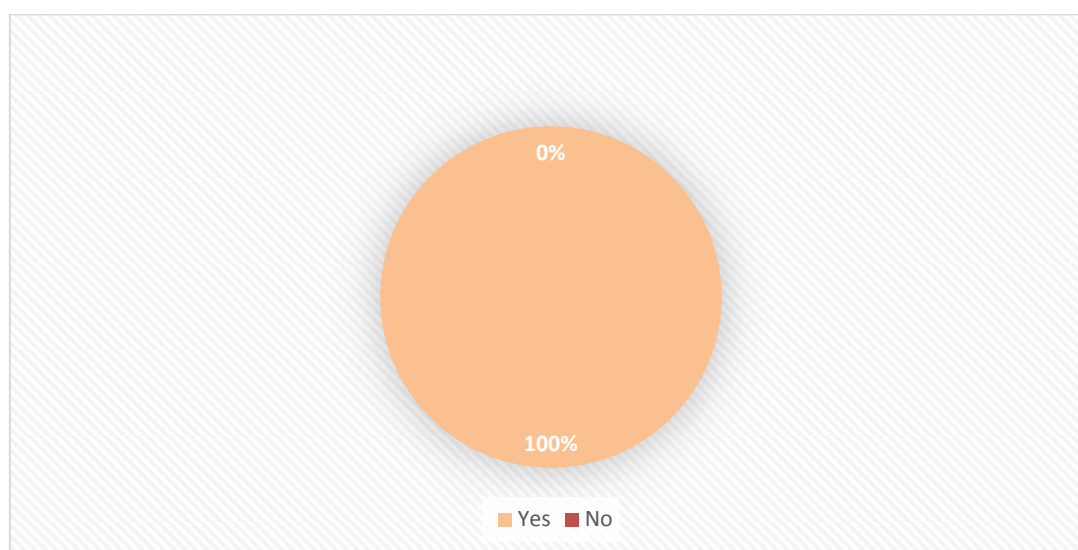
Graph 5.1. Students' answers to the question in any of your school stages, did teachers use corporal punishment to reform pupils' behavior

Graph 5.1, indicates that all of the respondents 100 % (20) were beaten in schools in order to correct their behavior.

According to students' responses in all public primary schools, teachers considered corporal punishment as a tool to reform pupils' behavior without resorting to other solutions.
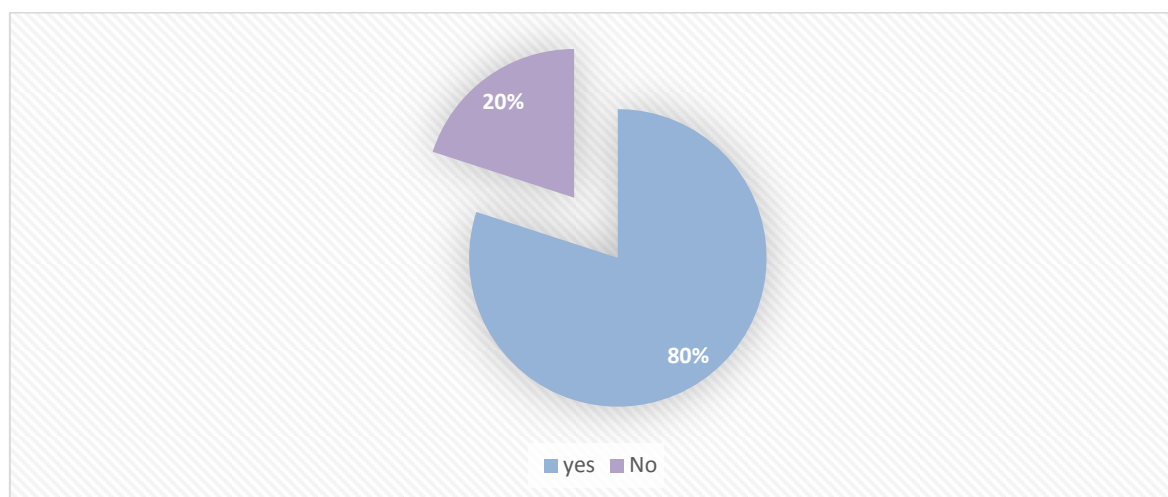
Graph 6.1. Pupils' answers to the question in any of your school stages, did teachers use corporal punishment to reform pupils' behavior?

Graph 6.1, shows that 80% of pupils said yes, teachers use corporal punishment to reform pupils' behavior while 20% said no, they did not.

According to pupils responses 'do teachers use corporal punishment to reform pupils' behavior, in all public primary schools teachers considered corporal punishment as a tool to reform pupils behavior without resorting to other solutions. However, teachers in private schools do not.

Question 2: In the stage where there was most frequent beating, how often were you beaten?
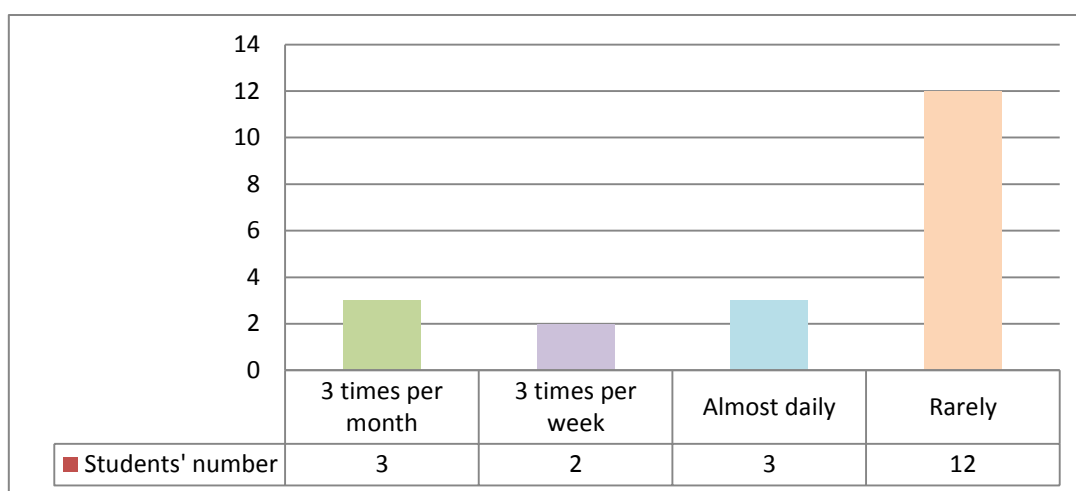
Graph 5.2.Students' answers to the question how often were you beaten

As shown in graph 5.2, frequencies indicate the number of times students were beaten, which is explained by the use of physical punishment by teachers, despite its prohibition.
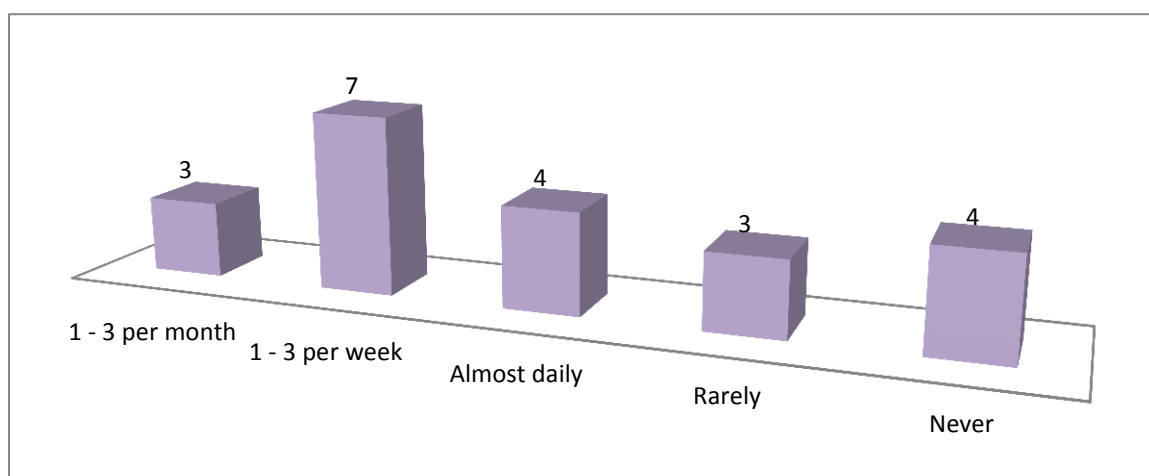
Graph 6.2.Pupils' answers to the question how often were you beaten

As shown in graph 6.2, (7) pupils were beaten 1-3 per week. Whereas 20% said they almost were daily beaten and also 20% said they were never beaten, 15% they were beaten 1-3 per month and the rest 15% were rarely beaten.

This means that teachers use corporal punishment less often despite its banning.

3- How often did you tell your parents that you were beaten in class?
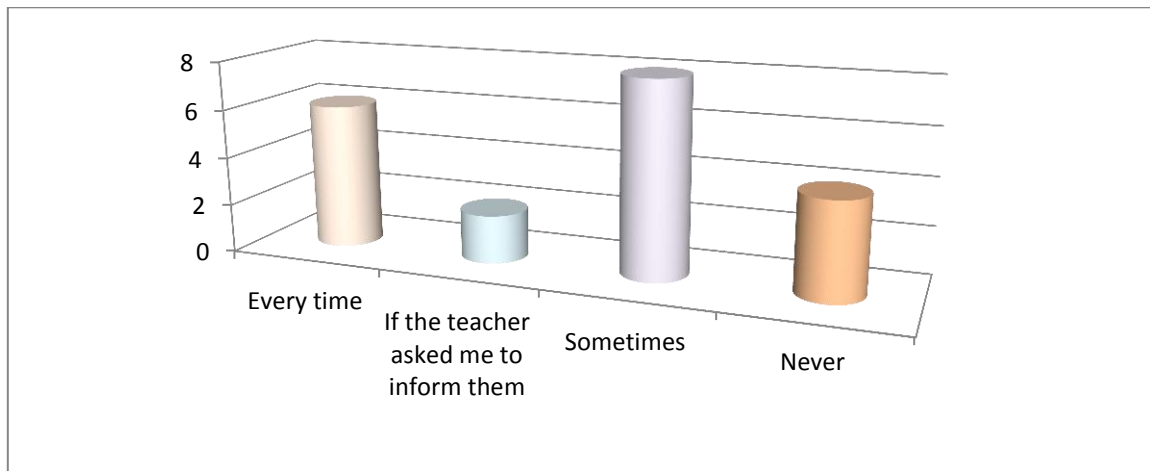
Graph 6.3.Pupils' answers to the question how often did you tell your parents that you were beaten in class

(8) Pupils said that they sometimes told their parents that they were beaten in class, (6) of them said they always told their parents that they were beaten in class. (4) Of them said they never told their parents they were beaten in class. The rest said that they told their parents that they were beaten in class, if the teacher asked me to inform them.

For those who sometimes told their parents their reason was 'they think I deserve punishment '. For pupils whom always told their parents they said that ' my parents will meet my teacher and fix the problem. For those who never told their parents said ' they will punish me too '.

- ▪ **Section C :**

In your opinion, what are the best ways to end corporal punishment in schools?
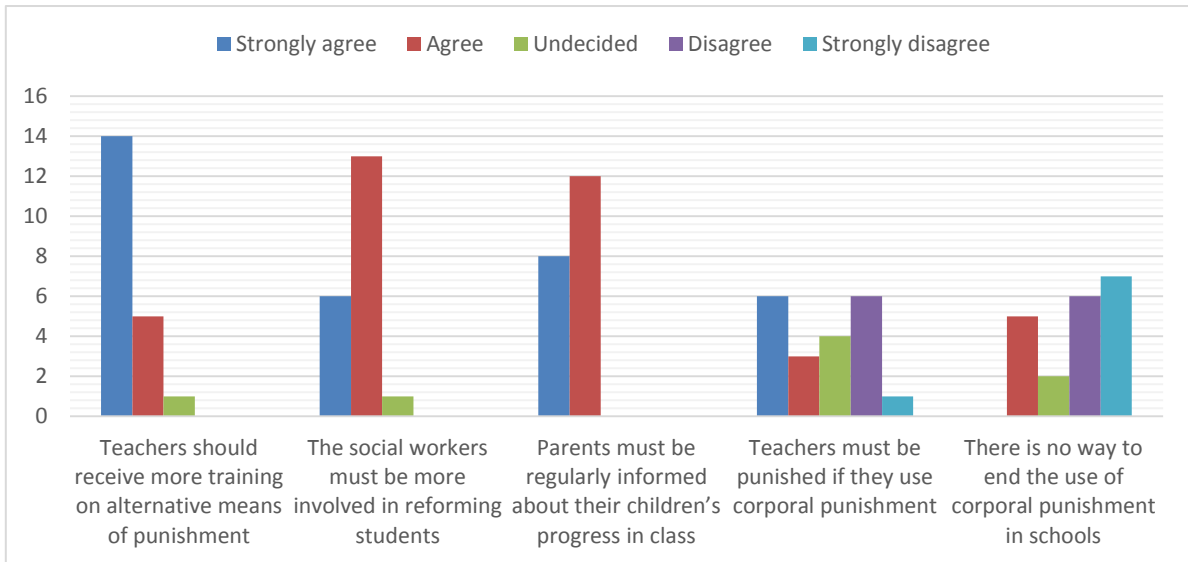
Graph 5.3.Students' answers to the question what are the best ways to end corporal punishment in schools

Graph 5.3. Demonstrates that:

The majority of students (14) 70% strongly agree that teachers should receive more training on alternative means of punishment, while five students (5)25% agree, one of them undecided 5%.

(6) Students 30% strongly agree that the social workers must be more involved in reforming students, while (13) students 65% agree, One of them undecided 5%.

(8) Students 40% strongly agree that parents must be regularly informed about their children's progress in class. While (12) students 60% agree.

(6) Students 30% strongly agree that teachers must be punished if they use corporal punishment. While 3 students 15% agree. 4 undecided 20%. (6) Students 30% disagree. (1) Strongly disagree 5%.

(5) Students 25% agree that there is no way to end the use of corporal punishment in schools. 2 students are undecided 10%. While (6) students 30% disagree. The rest (7) strongly disagree 35%.

Interpretation of Students' answers about the best ways to end corporal punishment in schools:

As we mentioned before (interpretation of parents questionnaire). The majority of students strongly agree/ agree that the best way to end corporal punishment in schools is by using alternatives to punishment such as giving extra homework, making the pupil stands or raising his hands, or informing the child's parents of their children s ' behavior. If the problems still persist, the child must be sent to a social worker then to the principal. Half of students are strongly agree/ agree if the teacher uses corporal punishment, he should be punished because corporal punishment is prohibited. The other half, are not. Some consider punishment in the educational system as a strategy for discipline. While the others they do not.

4- What do you think of the following statement?
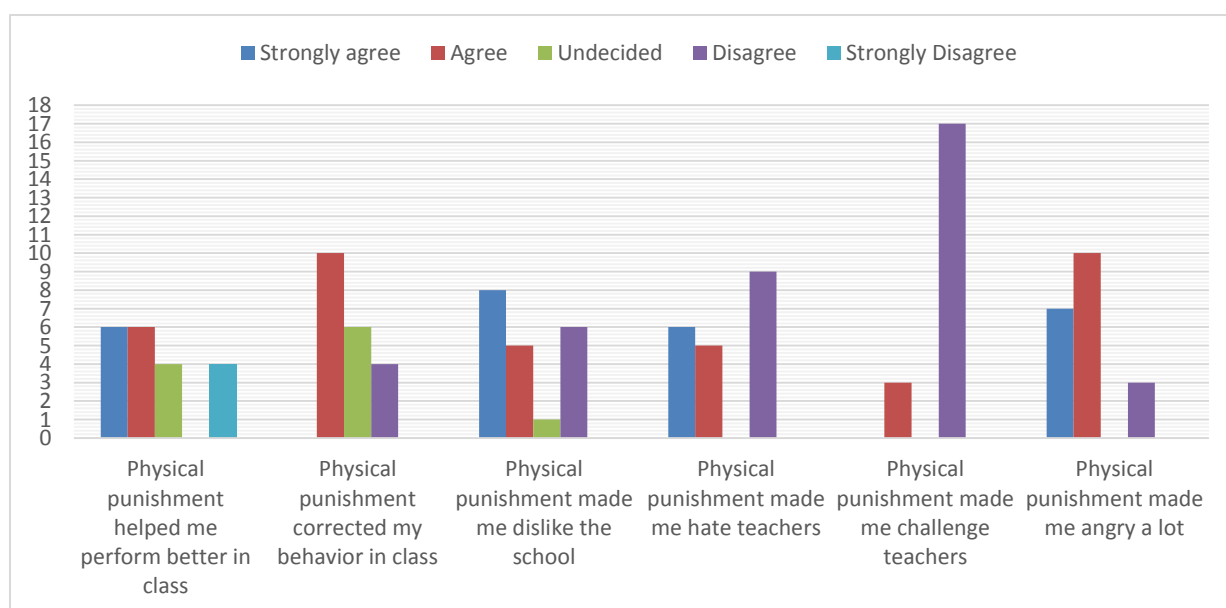
Graph 6.4. Pupils' answers what are the effect of physical punishment

The majority of pupils strongly agree/ agree that physical punishment helped them perform better in class. While (4) of them are undecided. The rest of them (4) pupils strongly disagree.

(10) Pupils agree that physical punishment corrected their behavior in class. (6) Pupils undecided. (4) Of them disagree.

(8) Pupils strongly agree that physical punishment made them dislike the school. (5) Of them agree. While (6) disagree. One of them undecided.

(6) Pupils strongly agree that physical punishment made them hate teachers. (5) Of them agree. While (9) disagree.

The majority of pupils (17) agree that physical punishment made them challenge teachers. The rest of them (3) agree. (9) Disagree.

(7) Pupils strongly agree that physical punishment made them angry a lot. (10) Of them agree. While (3) disagree.

This means that corporal punishment has different effects, so it may be positive in behavior and performance side, but it has significant negative impacts on the child's psychological side.

▪ **Section D :**

a. Do you agree/ disagree with the legal abolition of corporal punishment in Algeria?
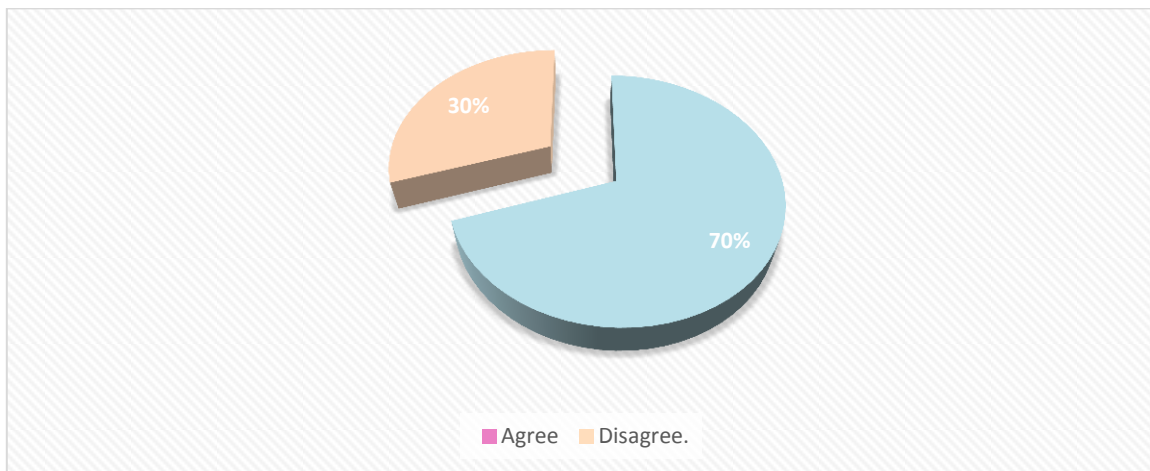
Graph 5.4. Students' answers to the question the legal abolition of corporal punishment in Algeria

As shown in graph 5.4 the majority of students (14) 70% agree with the legal abolition of corporal punishment in Algeria. While, (6) 30% of students disagree with the legal abolition of corporal punishment in Algeria.

Students' responses toward the abolition of corporal punishment indicated that the majority of students support the idea of prohibiting the corporal punishment in primary schools. Some student say that the use of physical punishment has been associated with many negative social outcomes, including aggression, disruptive behavior in school, lack of acceptance by peers, crime and delinquency. Furthermore, other say the corporal punishment pushes to the complication in child's

psych and make a vibrating personality and make him shy front of their colleagues. Moreover, other person declared that it leads to increased aggression, antisocial behavior, physical injury and mental health problems for children at young age. In addition, there so much better methods to punish a kid rather than the use of corporal punishment on them. In this vein, some said since I was a child I noticed that teachers tend to use it in order to change kids behavior which I think it is totally cruel it can cause not only physical pain but also moral issues and also for me violence is never a solution. As well as, for having a well done teaching-learning process based on teacher-students collaboration. Not based on student's fears from punishment they really need to like and motivate in the classroom not be scared from it.

However, the minority of students support the idea of allowing the corporal punishment in primary schools. Some said that hitting with a stick is sometimes necessary. Nevertheless, other states that corporal punishment is necessary to maintain discipline. Additionally, another student said it can be useful when used in moderation. Furthermore, the last student said our educational system depends on the use of corporal punishment.

b. Students' suggestions about the alternative discipline methods to corporal punishment:

The following were suggested:

"Awareness, I think speaking is more effective in many cases."

"Developing the teachers-pupils relationship for a positive classroom atmosphere."

"Reduce their marks of the exams"

"Contact their parents immediately."

"Send the pupil to the administration and they will see their work."

"If the learner is troublemaker the teacher can isolate the learner."

"Make unexpected or sudden tests or exams."

"Make a contrast between the teacher and the learners at the beginning of the year and inform them that if they make chaos the teacher will do severe things."

"An extra homework or hard activities that require mental efforts."

"Writing long text in front of the teacher or making him read something useful."

"Punishing them in a painless way."

"Asking them to stand up at a particular spot."

5. Did any of the following ever happen to you as a result of beating?

	Had to get medical treatment	Missed time at school to rest at home	Reported to the school or to police	A scar in your body
■ Yes	6	4		5
■ No	14	16	20	15
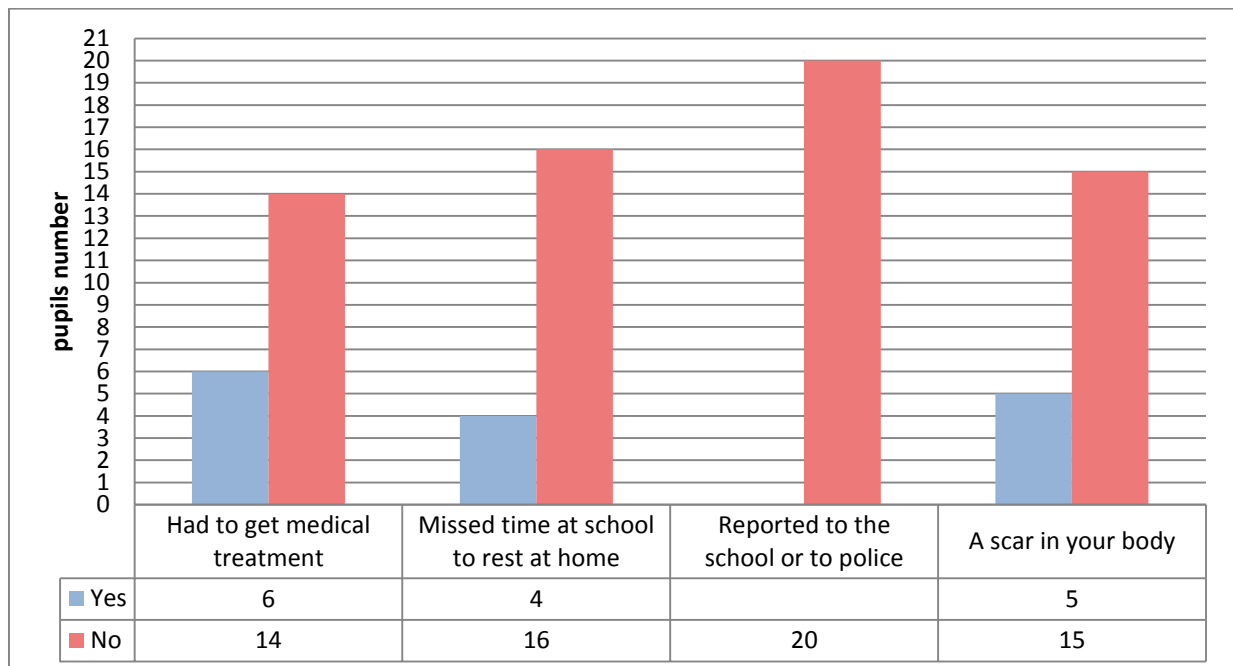
Graph 6.5. The negative outcomes of corporal punishment

(6) Pupils said yes, they had to get medical treatment. While, (14) pupils said no, they had not. (4) Of them said yes, they missed time at school to restate home. However, (14) of them said no, they did not. All of them said no, they did not report to the school or to police. (5) Pupils said yes, they told scar in the body. Whilest, (15) of them said no, they have not.

Corporal punishment is being abused by teachers in schools. The use of physical punishment has been associated with many negative outcomes, including psychological, physical problems and leads to school dropout.

2.5. Teachers' Interview data:

The interview questions directed to teachers focused on 1. How would teachers prepare their classroom in the first day of school? 2. How do teachers evaluate pupils? 3. Does corporal punishment affect education? If so, how? 4. Is it corporal punishment effective for classroom management? 5. Do teachers use corporal punishment? If so, what types do they use? And what are the different consequences engaged on using corporal punishment?

2.5.1. The data obtained are interpreted in relevance to the research questions and hypotheses:

1. How would teachers prepare their classroom in the first day of school?

All the interviewed teachers agreed on the fact that the first day of the school is not a day for teaching; it is rather an occasion to know the learners closely and get an idea about their level. Some teachers said that they inform their pupils about how they work on class i.e. discipline, respect, organisation and material needed in class. One of the teachers mentioned that "the first day at school is a special day for the

pupils and for me so. I always have a surprise for the pupils; I prepare some chocolate and balloons for each pupil. It may create an atmosphere of joy and happiness and that would give me a pleased start as well". Other instructor said that "After presentation I would speak about the importance of learning, and then I would tackle the difficulties pupils face in the learning process in order to find solutions to it". Other teachers mostly believed that they have to pioneer the forthcoming classes by starting building up the atmosphere that fits them and their pupils as well, giving instructions, building an overall impression about their past learning experience and the personal data that can best affect that outcomes whatever positive or negative i.e. being an orphan or parents divorced. Then, giving a general idea about the successful class and its needs so that everybody can take part. Moreover, teachers are considered the light in the classroom, as they play a vital role in motivating students to learn. However, some pupils seem naturally enthusiastic about learning, but many need or expect their teachers to inspire, challenge or stimulate them. That is to say, a teacher's teaching style reflects an impression on pupils from the first day of school.

2. *How do teachers evaluate pupils?*

Most of the interviewed teachers mentioned that they evaluate their pupils through tests, exams and through their daily work during the lessons, and taking into account their response to the different tasks they are required to do in class. As one of the interviewed teachers said that "I would evaluate my pupils in two ways: in writing by introducing some activities and in speaking by asking them to introduce themselves briefly". Another said that "I evaluate students according to their ability to learn, their behavior in class, attendance and participation". While others believed that evaluation depends on students' qualities, competencies and their behaviors

within the class. In other words, classroom evaluation calls on teachers to become agents of change in their classrooms using the results of evaluation to modify and improve the learning environments they create. Also, teachers adopt evaluation as a discipline strategy to prevent and to change the unwanted behavior of the students in the classroom.

3.   *Does corporal punishment affect education? If so, how?*

Most of the informants shared the same idea that corporal punishment affects somehow education. But at the same time, they felt that corporal punishment is the last way teachers use to make pupils learn when all other methods of discipline have failed. However, one interviewee answered that corporal punishment is not advisable in the educational process. It affects negatively on education and on pupils' performance particularly. While, another interviewee said that "corporal punishment is both effective and a necessity without being tough and violent." Furthermore, the use of corporal punishment as mean of discipline is required for students in order to be successful in education, yet in some specific cases and under clear conditions.

3.   *Do you believe that corporal punishment is effective for classroom management?*

All the interviewed teachers said yes, they believe that corporal punishment is effective for classroom management. Classes are too big in public schools; for that reason, the teacher needs to use corporal punishment such as 'stick' to control his/her class. Pupil who was punished can associate pain with his bad action and avoid it in the future. Corporal punishment may also be used to keep others in line as others do not want the same punishment to happen to them.

4.   *Do teachers use corporal punishment?*

Although, the ministry of education forbade the use of corporal punishment in schools, most interviewees said that they use it but rarely. While others said that there is no need to use it and there is no more corporal punishment in class.

5.   *If so, what types do they use? And what are the different consequences engaged on using corporal punishment?*

Caning and standing on one leg were the most common forms of punishment that the interviewed teachers use, then pinching was the second common method of punishing students and ear pulling was found to be the last common type of corporal punishment that they receive. Further, good teachers adopt communication and motivation to manage their classes rather than using corporal punishment.

According to the interviewers, the consequences which engaged on using corporal punishment ranged between positive as negative effects. Some of the informants agreed that corporal punishment is a successful tool for a teacher to control the classroom, it is helpful for pupils to perform better in class and brings positive change in the child's misbehavior. Usually the immediate aims of such punishment are to halt the abuse, prevent its recurrence and set an example for others. Moreover, it creates a clear example of what is right and what is wrong. Children who are misbehaving become a quick distraction to the entire learning environment and corporal punishment allows this to be dealt with in a quick and swift way. It can be useful when used in moderation. It's definitely the quickest way to get a positive change in behavior.

However, some interviewees felt that corporal punishments are too hurts, caused physical, social and psychological problems such as injuries, scar in body, aggression, lack of acceptance by peers i.e. complication in child's psych, make a

vibrating personality and make him shy front of his colleagues. Sometimes, it leads to disruptive behavior in school, makes the child hate and challenges the teacher, dislike the subject and the school, which ultimately leads to school dropout.

2.6. Conclusion:

In this chapter we aimed to present and discuss the data obtained throughout the different research instruments. The main findings revealed that the study shows that corporal punishment is widespread in schools especially in public schools. In this section, we developed a professional approach to correcting pupil behavior that best suits the Algerian context as a strategy for combating corporal punishment in schools, as well as specifying alternatives to corporal punishment.

General Conclusion

General Conclusion

The purpose of this study is quite limited, to a question of describing the use of corporal punishment between practice and legislation, and examining its persistence in reality.

The question is not settled at last, in this regard this research study begins to make a serious debate. In this reassuring consensus, we find, in fact two things; that corporal punishment is productive and necessary to ensure a good teaching. However, the problem is rooted and serious, children are daily beaten, slapped and abused by their teachers, and complete transgression despite the knowledge of regulatory texts and laws on the part of teachers and learners.

On the one hand, corporal punishment in some Algerian elementary schools is still sponsored and used as a means of discipline. Some teachers knew its negative impact on pupils' behaviors but for them no other means are as influential as punishment due to the difficulty they face in dealing with pupils. The poor unattractive school environment and the overpopulated classes make it difficult for teachers to apply other alternatives of maintaining discipline.

On the other hand, the main goal of school discipline is for children to be ethically and morally bounded, to avoid inappropriate and unacceptable behavior, and enhance the academic performance of pupils. Thus, any negative attitude such as children's bullying from a teacher can damages the psychological, moral, physical and emotional development of a child.

Corporal punishment raises an important issue for education in Algeria. Physical punishment in schools is no longer the business of the education ministry but of the whole government. There should be a practical mechanism to follow the

practice of education policies in schools and legal actions should be implemented against the teachers and schools where punishment is practiced wrongly. Also, teachers and parents have a responsibility to guide students be usefully people in the society. And students themselves are supposed to understand that they must follow the school's rules to prevent punishment.

In conclusion, unless more intensive effort has been made to make education more efficient for pupils where corporal punishment is practiced, education will not be a meaningful quality education and controversy over corporal punishment support and the use of it will still remain.

It would be ambitious to carry out such studies with a broad sample because the area has several dimensions that we cannot all cover them in a single research work. This research brings up further debates or to advance reflection on an important and controversial question as it is a theme which is far from over.

Suggestions and Recommendations:

The school environment should be conducive to learning and should be safe, pleasant, appealing, accessible, stable, and emotionally supportive place where children are socialized, well guided and educated. Moreover, schools are not simply physical places where subjects of knowledge or skills are taught; they have the same value as homes. Teachers and educators play the role in helping and guiding pupils to develop their potentials. Furthermore, children enrol in basic schools at crucial stages of their personality development, correspondingly any harm (physically, verbally or emotionally) caused to them will negatively impact their self-esteem and psychological well-being. In this regard, a set of recommendations have been provided.

Narrated Abdullah ibn Amr ibn al-'As: The Messenger of Allah (Peace of Allah be upon him) said: "Command your children to pray when they become seven years old, and beat them for it (prayer) when they become ten years old; and arrange their beds (to sleep) separately." From the hadith, we can conclude that Islam only permits the use of corporal punishment for the purpose of discipline, behavior correction and control, and it is not an end but a clear for disciplinary purposes. For instance, it is not correct for the teacher to begin struck the learner while he is anger and that for two reasons: first, so that beating is not the teacher's way, heals his rage and that is avoiding justice. Second, so that the punishment does not go out of discipline and corrections, to vengeance and healing. Otherwise, corporal punishment is based on well-known precepts that control its application, and it shouldn't be used before the age of ten (10) and after adolescence. In Islam, corporal

punishment is distinguished by moderation, thoroughness, integrity and balance. It also reflects clearly the humanitarian aspect of Islamic education.

Likewise, corporal punishment is used with the purpose to discipline the pupil yet it should be applied with kindness, under clear limits and flexible rules that is suitable to child's age and the existing circumstances. In addition, while establishing these rules, it is necessary to involve and consult the child in order to take responsibility and must be informed of the consequences of stepping over the limits. As well, any abuse of corporal punishment should be reported to school head and school board for sanction.

Tattum (1989) proposed different ways to deal with disruptive behaviour. Good behaviour should be rewarded while the unpleasant behaviour should be ignored. Counselling by members of school and pastoral programme should also be used. It is commonly known that the consequences of reward are more beneficial than the negative consequences of punishment.

In addition, Griffins (1996) felt that a grave offence is best dealt with through counselling rather than corporal punishment. Suspension should be used rarely when an offender harasses other pupils or set a really bad example to them. That is to say, the benefits of providing advice for pupils are many, including enhancing listening and social skills as well as empathy for others. It also enables them to express emotions (i.e. anger, frustration, fear) through a healthy way, plus they get to improve their decision-making skills. Counselling is more effective than corporal punishment. It makes students feel closer to the teacher thereby establishing friendly relations. Counselling enables teachers to get to the roots of the problem through interrogation and pupils have liberty to take and realize the dangers of their disobedience.

Arguments against use corporal punishment have been fronted by Merton (1938) who consistently condemned it as a mean of controlling behaviour in education. Merton argues that the real effect of punishment is to temporarily suppress a response and when the suppression effects weaken, the behaviour will occur once more. In other words, since the benefit of corporal punishment is temporary, there is no need to use it. Therefore, they must rely on other alternatives to amend undesirable behaviour.

Moreover, Gichuru (2004) suggested that teachers should think of withdrawal of certain privileges as a disciplinary strategy. Teachers can also choose activities that are valuable to the students and use them. Such activities include group discussion, engaging students with educational activities or reciting poems for their educational needs. In other words, teachers must play the role of friend and advisors to pupils with difficulties, disciplinarians to those whose behaviour is giving cause of concern. Punishing them for misbehaviour may include detention, suspension or inform their parents because they play a role in the student's positions. Here are some good tips for achieving a good learning environment:

1. **Building positive teacher- pupil relationship:**

Trusting and caring relationship between teacher and pupil, one that promotes good behaviour and prevents bad behaviour, it's can be challenging, but it can have its rewards as well, such as making your teaching more enjoyable and improving your pupils' learning. Their positive achievements reflect how well you are performing and how well your pupils see you as a "role model."

Whether a big number of pupils is in classroom or a more manageable number, the teacher challenge is to learn as much as he can about each of his pupils.

For those whom working in large classrooms, initially they focus their efforts on that small number of pupils who may need special attention, either because they are misbehaving now or because you suspect that their personal or family situation places them at risk of misbehaviour. Focus your efforts on understanding how they see themselves, as well as on what external factors – possibly in the family – may be affecting their behaviour.

Remember: Each pupil is an individual. Each pupil brings a different history, a different way of responding to and learning from the world, and a different dream for the future. By taking time to learn about your pupils as individuals and by getting to know their families, you show that you care about them and respect their uniqueness.

Pupils feel safe and valued in a respectful environment, the teacher has a friendly and open rapport with pupils. By giving thoughtful attention to a pupil's work demonstrates caring and respect. Using the words of appreciation such as "good work, good job, great, keep it up, well done ..." are very useful for developing pupils ' level.

2. Learning about your pupils:

A good teacher needs to know the interests and dreams of each pupils, what they know and are able to do. Here are three activities that teachers have used successfully it for getting to know about their pupils.

Activity 1: Who Am I?

At the beginning of the school year, provide your pupils a card similar they have to fill out. Use this information to discuss with your pupils, develop lesson plans, and design learning activities. At the end of each term, ask your pupils to fill out the card again. Check for any changes and development, what each pupil

believes he / she is good or bad at doing, as well as when they are happy or uncomfortable in class.

Student Name: _____

I want to be called _____

One thing you need to know about me is _____

_____

I would like to work with _____

I'm really good at _____

I'm not very good at_____

I'm happiest in class when _____

_____

I'm uncomfortable in class when _____

Figure 3.1: Shows the Fill in the blank card

(Haddad, 2015: p.44)

Activity 2: Sharing Time

Set aside 10 to 15 minutes during the day, or once a week, for your pupils to share things that are happening in their lives, how they are feeling. Ask them to keep a private diary and sharing parts of it with you and the other pupils. Ask them to write one on what is happening in their lives, both good and bad. For pupils who are experiencing especially difficult circumstances, try some of the encouragement strategies mentioned at the end of the session.

Activity 3: Fill in the Blanks

Develop a form or worksheet with fill-in-the-blanks like,

"After school I mostly _____

My favourite food is _____

My favourite activity is _____

My favourite subject in school is_____

I want to be like_____

I want to be a _____when I finish school."

Figure 3.2: Shows the Fill in the blank card

(Haddad, 2015: p.44)

At the beginning of the school year, where there are a lot of new pupils, you can use this activity as an opportunity for them to get to know each other, especially in classrooms containing children with diverse backgrounds and abilities. After your pupils have filled in their blanks, ask them to find other pupils with the same response to each statement and to write each pupil's name in the column.

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Appendices

Appendix A

IBN KHALDOUN UNIVERSITY –Tiaret- DEPARTEMENT OF FOREIGN LANGUAGE

QUESTIONNAIRE FOR TEACHERS

As part of the development of our master thesis, we have developed this questionnaire for teachers to hear your opinions on corporal punishment. We thank you for answering the questions below:

❖ **Section A:** Biographical Information

Please mark the appropriate box with an(X):

a- Gender:

Male	
Female	

b- Age:

Under 25	25 - 34	35 - 44	45 - 54	55 and over

c- How many years have you been experiencing teaching? _____.

d- How many years have you been teaching at your current school? _____.

e- How many classes do you teach? _____.

f- What is the average number of learners in your class? _____.

❖ **Section B**

d) Some of the common misbehaviours that students practice in your school include:

1. Fighting with other children?

1) Very often ☐ 2) Often☐ 3) Sometimes☐ 4) Rarely☐ 5) Never ☐

2. Scratching on the walls, boards and desks?

1) Very often ☐ 2) Often☐ 3) Sometimes☐ 4) Rarely☐ 5) Never☐

3. Escaping from school before the day ends?

1) Very often ☐ 2) Often ☐ 3) Sometimes ☐ 4) Rarely ☐ 5) Never ☐

4. Absence from school for no reason?

1) Very often ☐ 2) Often ☐ 3) Sometimes ☐ 4) Rarely ☐ 5) Never ☐

5. Challenging the teacher:

1) Very often ☐ 2) Often ☐ 3) Sometimes ☐ 4) Rarely ☐ 5) Never ☐

6. Refusing to obey orders:

1) Very often ☐ 2) Often ☐ 3) Sometimes ☐ 4) Rarely ☐ 5) Never ☐

7. Attacking teachers:

1) Very often ☐ 2) Often ☐ 3) Sometimes ☐ 4) Rarely ☐ 5) Never ☐

e) Do you consider Corporal Punishment in schools today to be:

1) Extremely important ☐   3) Not very important ☐

2) Important ☐   4) Extremely unimportant ☐

f) Do you use Corporal Punishment?

1) Always ☐ 2) Often ☐ 3) Rare ☐ 4) Never ☐

❖ **Section C**

a. What is the effect of punishment that you use?

1) Very much ☐ 2) Very less ☐ 3) Little bit ☐ 4) No effect

b. Education and Corporal Punishment are closely related?

YES ☐   NO ☐

c. Corporal Punishment is helpful in decreasing the discipline problems?

YES ☐   NO ☐

d. In general how do you think of corporal punishment outcome in schools?

1. It helps students perform better in class

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

2. It corrects students' behaviour in class

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

3. It is a useless method of discipline and should be banned altogether

1) Strongly agree ☐ 2) Agree☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

4. It should be the last option and used only in specific cases

1) Strongly agree ☐ 2) Agree☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

5. It should be used under clear conditions and regulations

1) Strongly agree ☐ 2) Agree☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

6. It is a successful tool for a teacher to control the classroom

1) Strongly agree ☐ 2) Agree☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

7. It is a successful means to maintain teachers' respect

1) Strongly agree ☐ 2) Agree☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

8. Alternative methods should be implemented

1) Strongly agree ☐ 2) Agree☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

❖ **Section D**

a. Do you agree/ disagree with the legal abolition of corporal punishment in Algeria?

AGREE ☐   DISAGREE ☐

If you agree, give reasons: _____

_____

If you disagree, give reasons: _____

_____

b. Suggest alternative methods to Corporal Punishment: _____

_____

_____

_____

_____

_____
_____

_____

Thanks for your cooperation

Appendix B

IBN KHALDOUN UNIVERSITY –Tiaret- DEPARTEMENT OF FOREIGN LANGUAGE

Questionnaire for parents

As part of the development of our master thesis, we have developed this questionnaire to find out the attitudes of recent graduate students, parents and primary school students towards the use of corporal punishment in schools. We thank you for answering the questions below:

- **Section A:** Biographical Information

- **Child Age:** _____. (If you have more than one child, apply these questions to the eldest child in primary school)

Please mark the appropriate box with an(X):

- **Child Gender:**

Male	
Female	

- **School Type:** 1) Public ◯   2) Private   ◯

❖ **Section B**

1. In your child's school, did teachers use corporal punishment to reform pupils' behaviour?

YES ☐   NO ☐

b. Do you ever physically punish your child at home?

YES ☐   NO ☐

c. Corporal Punishment brings positive change in the attitudes of the child.

YES ☐   NO ☐

d. Corporal Punishment is necessary in schools.

AGREE ☐   DISAGREE ☐

e. Corporal Punishment is being abused by teachers in schools.

AGREE ☐   DISAGREE ☐

f. Corporal Punishment of the children, although sometimes cruel, is always for the child's good.

AGREE ☐   DISAGREE ☐

❖ **Section C**

. In your opinion, the best ways to end corporal punishment in schools?

1. Teachers should receive more training on alternative means of punishment

1) Strongly agree⬭ 2) Agree⬭ 3) Disagree⬭ 4) Strongly disagree⬭
5) Undecided ⬭

2. The social workers must be more involved in reforming pupils

1) Strongly agree⬭ 2) Agree⬭ 3) Disagree⬭ 4) Strongly disagree⬭
5) Undecided ⬭

3. Parents must be regularly informed about their children's progress in class

1) Strongly agree⬭ 2) Agree⬭ 3) Disagree⬭ 4) Strongly disagree⬭
5) Undecided ⬭

4. Teachers must be punished if they use corporal punishment

1) Strongly agree⬭ 2) Agree⬭ 3) Disagree⬭ 4) Strongly disagree⬭
5) Undecided ⬭

5. There is no way to end the use of corporal punishment in schools

1) Strongly agree⬭ 2) Agree⬭ 3) Disagree⬭ 4) Strongly disagree⬭
5) Undecided ⬭

❖ **Section D**

a. Do you agree/ disagree with the legal abolition of corporal punishment in Algeria?

AGREE ☐   DISAGREE ☐

If you agree, give reasons: _____

_____

_____

If you disagree, give reasons: _____

_____

_____

b. Suggest alternative methods to Corporal Punishment: _____

 _____

 _____

_____

Thanks for your cooperation

Appendix C

IBN KHALDOUN UNIVERSITY –Tiaret- DEPARTEMENT OF FOREIGN LANGUAGE

QUESTIONNAIRE FOR RECENT GRADUATE STUDENTS, PARENTS AND PRIMARY SCHOOL STUDENTS

As part of the development of our master thesis, we have developed this questionnaire

to find out the attitudes of recent graduate students, parents and primary school students

towards the use of corporal punishment in schools. We thank you for answering the questions

below:

Please mark the appropriate box with an(X):

- **Section A:** Biographical Information

    c- School Type :
    Public ☐   Private ☐
    d- Gender:
    Male ☐   Female ☐
    e- Age : 22- 23 ☐ 24- 25 ☐ 26 and more ☐

➢ **Section B:**
1- In any of yourschool stages, didteachers use corporal punishment to reformstudents' behavior?
Yes ☐   No   ☐
2- In the stage wheretherewasmostfrequentbeating, how oftenwereyoubeaten?
a-3 times per month ☐
b-3 times per week ☐
c- Almostdaily   ☐
d- Rarely   ☐

- **Section C :**

In your opinion, what are the best ways to end corporal punishment in schools?
1. Teachersshouldreceive more training on alternative means of punishment
1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

2. The social workers must be more involved in reforming learners
1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

3. Parents must be regularly informed about their children's progress in class

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

4. Teachers must bepunished if they use corporal punishment

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

5. There is no way to end the use of corporal punishment in schools

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5)Undecided ☐

❖ **Section D**

a. Do you agree/ disagree with the legal abolition of corporal punishment in Algeria?

AGREE ☐   DISAGREE ☐

If you agree, give reasons: _____

_____

_____

If you disagree, give reasons: _____

_____

_____

b. Suggest alternative methods to Corporal Punishment: _____

_____

_____

_____

Thanks for your cooperation

Questionnaire for Primary School pupils

❖ **Section A:** Biographical Information

a- School Type :

Public ☐   Private ☐

b- Gender:

Male ☐   Female ☐

f- Age : 05- 07 ☐ 08- 10 ☐ 11 and more   ☐

❖ **Section B:**

Given below are a series of statements about the use of corporal punishment in schools. Please respond to each statement by choosing the right answer which best represents your attitude about that statement:

1- In your school, do teachers use corporal punishment to reform pupils' behaviour?

1. Yes ☐
2. No ☐

2- How often were you beaten?

1. 1-3 times per month ☐

2. 1-3 times per week ☐

3. Almost daily ☐

4. Rarely ☐

3- How often did you tell your parents that you were beaten in class?

1. Every time ☐

2. If the teacher asked me to inform them ☐

3. Sometimes ☐

4. Never ☐

❖ **Section C**

4- What do you think of the following statement?

1. Physical punishment helped me perform better in class

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

2. Physical punishment corrected my behaviour in class

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

3. Physical punishment made me dislike the school

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

4. Physical punishment made me hate teachers

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

5. Physical punishment made me challenge teachers

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

6. Physical punishment made me angry a lot

1) Strongly agree ☐ 2) Agree ☐ 3) Disagree ☐ 4) Strongly disagree ☐
5) Undecided ☐

- **Section D**

a. Had to get medical treatment 1) Yes ☐ 2) No ☐
b. Missed time at school to rest at home 1) Yes ☐ 2) No ☐
c. Reported to the school or to police 1) Yes ☐ 2) No ☐
d. A scar in your body 1) Yes ☐ 2) No ☐

Thanks for your cooperation

Appendix D

IBN KHALDOUN UNIVERSITY –Tiaret- DEPARTEMENT OF FOREIGN LANGUAGE

Interview

This interview has been designed for collecting information related to our topic.

These are the questions discussed in the interview:

1. *How would you prepare your classroom in the first day of school?*

   Your answer :

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2. *How do you evaluate your pupils?*

   Your answer :

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   ……………………………………………………………………………………………

   ……………………………………………………………………………………………

   ……………………………………………………………………………………………

   ……………………………………………………………………………………………

   ……………………………………………………………………………………………

3. *Does corporal punishment affect education? If So, how?*

Your answer :

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4. *Do you believe that corporal punishment is effective for classroom management?*

Your answer :

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5. *Do you use corporal punishment?*

Your answer :

…………………………………………………………………………………………

6. *If yes, what kinds of corporal punishment do you use? And what are the different consequences engaged on using corporal punishment?*

Your answer :

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Thanks for your cooperation

Summury

This study is meant to analyse and interpret the perceptions of teachers, parents, and learners about the use of corporal punishment in both primary and public schools. The aim is to sensitize teachers to the use of corporal punishment in an appropriate and positive way in order to improve the success of the educational process. To this end, A case study research was conducted in the primary schools of Tiaret in which data were gathered. To achieve the objective of this research and hypothesis testing, two main data collection tools were used. The research instruments used in the present work consisted of questionnaires for teachers, parents, graduate students and primary school pupils aside from semi-structured interviews with primary teachers. The obtained results were analysed quantitatively and qualitatively. The main findings revealed that although educational ministry has banned the corporal punishment, it is still implemented by teachers; thus by the end some alternatives and recommendations are provided.

Keywords: Corporal punishment, Education process, Primary schools, Pupils, Teachers.

Résumé
Cette étude vise à analyser et interpréter les perceptions des enseignants, des parents et des apprenants sur l'utilisation des châtiments corporels dans les écoles primaires privées et publiques. L'objectif était de sensibiliser les enseignants à l'utilisation des châtiments corporels d'une manière appropriée et positive afin d'améliorer le succès du processus éducatif. Pour atteindre l'objectif de cette recherche et de test d'hypothèses, deux principaux outils de collection de donnée sont été utilisés. Premièrement, trois questionnaires conviennent à cette recherche, un pour les enseignants du primaire, un pour les parents et le dernier pour les étudiants diplômés et les élèves du primaire. Deuxièmement, l'entretien semi-structuré avec les enseignants du primaire est bien pensé dans cette analyse. La recherché est une étude de cas menée dans des écoles primaires avec des filières. Les outils de recherché ont permis de collecter des données qualitatives et quantitatives qui ont ensuite été analysées et interprétées. Les principales conclusions ont été révélé bien que le ministère de l'Éducation ait interdit les châtiments corporels, ils étaient toujours pratiqués par les enseignants. Donc, à la fin, quelques alternatives être commanditions sont présentées.

Mots clés: châtiments corporels, processus éducatif, écoles primaires, élèves, enseignants.

ملخص

تشير هذه الدراسة إلى تحليل وتفسير تصورات المعلمين، أولياء الأمور والمتعلمين حول استخدام العقاب البدني في كل من المدارس الابتدائية الخاصة والعامة. بهدف زيادة وعي المعلمين حول استعماله بطريقة مناسبة وإيجابية لتعزيز عملية التعليم الناجحة. لتحقيق هدف البحث واختبار الفرضية تم استخدام أداتين رئيسيتين لجمع البيانات. أولاً، تكييف ثلاثة استبيانات لهذا البحث، الأول لمعلمي المرحلة الابتدائية، الثاني للآباء والآخر لطلاب الدراسات العليا وتلاميذ المدارس الابتدائية. ثانيًا، دراسة المقابلة شبه المنظمة مع معلمي المرحلة الابتدائية بشكل جيد في التحليل الحالي. هذا البحث هو دراسة أجريت في المدارس الابتدائية بتيارت. ساعدت أدواته في جمع البيانات النوعية والكمية التي تم تحليلها وتفسيرها لاحقًا. أظهرت النتائج الرئيسية أنه على الرغم من حظر وزارة التربية للعقاب البدني إلا أنه لا يزال يطبق من قبل المعلمين. وهكذا في النهاية تم توفير بعض البدائل والتوصيات.
الكلمات المفتاحية: العقاب البدني، العملية التربوية، المدارس الابتدائية، التلاميذ، المعلمون.